

NEOSHO COUNTY COMMUNITY COLLEGE

HLC Self-Study
2013



The **Mission** of
Neosho County Community College
is to **Enrich** our
Communities and our students'
Lives.

NEOSHO COUNTY COMMUNITY COLLEGE

HLC SELF-STUDY

2013

*For reaffirmation of accreditation by The Higher
Learning Commission of the North Central
Association of Colleges and Schools*

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**A Publicly Supported Community College Since 1936
Serving Neosho, Franklin, and Anderson Counties in Kansas**

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accredited by The Higher Learning Commission
of the North Central Association
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NAVIGATION AND EVIDENCE

As you review the Self-Study Report, click on the hyperlinked document title to view a specific piece of evidence. Many of the hyperlinks in the Self-Study will lead directly to a specific file; others will lead to a collection of files in the Electronic Resource Room.

Most pieces of evidence are available to the public; however, some of the pieces of evidence are protected for confidentiality reasons. In these instances, you will be prompted to log in for access. The Higher Learning Commission visiting team will be provided with log in information.

Most documents are available in PDF format for your convenience. The number of “live links” has been minimized. In many cases, websites were converted to PDF files in order to preserve the evidence referenced in the Self-Study.

Evidence documents can be accessed by utilizing the hyperlinks in either the text of the Self-Study Report or the index in the Self-Study Report. Evidence can also be accessed by browsing in the Electronic Resource Room.

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VISION, MISSION, AND PURPOSE STATEMENTS

Vision Statement

Neosho County Community College will grow and expand through serving students with innovative, creative programs based on leadership and excellence in faculty, administration and staff and be the premier community college in Kansas.

Mission Statement

The mission of Neosho County Community College is to enrich our communities and our students' lives.

Purpose Statements

Our purposes are:

student learning through

- the meeting of students' needs,
- quality educational programs, and
- effective assessment processes;

student success through

- providing personal attention,
- individualized advising, and
- the opportunity to meet personal goals;

ensuring access through

- affordability,
- flexible delivery and scheduling methods,
- responsive student services, and
- safe and comprehensive facilities;

responsiveness to our stakeholders through

- open communication,
- ethical management of resources,
- accountability, and
- the development of leaders;

meeting community needs through

- collaboration and innovation,
- lifelong learning opportunities,
- a commitment to diversity,
- cultural enrichment, and
- the providing of an educated workforce.

Chapter 1

Introduction & Overview



NCCC will grow and **EXPAND**
through **SERVING** students with
innovative, creative programs based on
LEADERSHIP and **EXCELLENCE**
in faculty, administration and staff and be
the **PREMIER** community college in
Kansas.

CHAPTER 1

INTRODUCTION AND OVERVIEW

College History, Location, and Facilities

Neosho County Community College (NCCC) traces its beginnings to Chanute Junior College, established in 1936 so that graduates of Chanute High School, as well as other area high schools, could attend college close to home. Chanute Junior College operated as a part of the public school system and was governed by the Chanute Board of Education until July 1, 1965.

In 1961, state legislation provided the means for the College to become a countywide community junior college, and on July 1, 1965, Chanute Junior College became Neosho County Community Junior College, an institution with its own governing Board of Trustees. Voters in Neosho County passed a bond issue in October 1965 providing for a four-building campus, separate from the high school, to be constructed in the southwestern part of Chanute. The new facilities—two instructional buildings, with one containing an administrative center; a library; and a student center—were ready for use at the start of the 1968 fall semester. Added to the campus was an interdenominational chapel, a gift from the estate of the late Jewel and K.C. Snyder.

Since 1968, several new buildings have been added to the Chanute Campus, including two residence halls, one built in 1971 and another in 2000; a vocational building, completed in 1981; a wellness center, completed in 1991; and a multipurpose building, completed in 2001, as well as expansion and remodeling of some existing facilities. Initial accreditation by the North Central Association was approved in 1976.

The university parallel transfer program remains an important one, but state legislation in July 1980 allowed the College to reflect the fact that the transfer

program was only one aspect of the total operation of the College. The word *junior* was omitted from the college name.

In 1979, the Kansas State Board of Education, the state-level body that then exercised oversight for community colleges, assigned service areas to the various colleges. In addition to Neosho County, the College was assigned Franklin County and most of Anderson County. In 1991, the College opened a branch campus in Ottawa, the county seat of Franklin County, using a new building through a lease agreement with the City of Ottawa. An expansion of that building occurred in 1995 and again in 2010. In 2003, the NCCC Foundation completed the purchase of that facility. In 2011, the new \$8.1 million Ottawa Campus opened at 900 S. Logan Street. The new Franklin and Anderson County campus sits on 27 wooded acres off of Highway K-68. The building is 52,000 square feet and features modern classrooms, a Teaching and Learning Center, and an impressive simulated hospital for healthcare instruction (The former site was sold to Franklin County).

Today, the College offers classes and other services on the Chanute Campus, the Ottawa Campus, and outreach sites throughout Eastern Kansas. Additionally the College offers courses through the Lawrence Center, Mercy Hospital in Independence, KS, the Pittsburg State University campus, the University of Kansas campus, and numerous high schools. The College boasts robust online offerings including an online Registered Nurse program.

In 2011, the College announced a \$36 million 18-year plan to revitalize the Chanute Campus with major renovations to campus buildings and new structures. Rowland Hall and Chapman Library were updated with over \$1 million for a new simulated hospital, business department, elevators and restrooms. A new softball complex was completed in 2012, as well as renovations to the gymnasium and Student Union, totaling \$1.2 million. [[Our Time](#) and [Facility Master Plan](#)].

College Demographics

NCCC is a fully accredited public community college, with primary campus locations at Chanute and Ottawa, Kansas [[Higher Learning Commission](#)]. It has been one of the fastest growing community colleges in Kansas for 9 of the last 10 years. In 2003 the institution ranked 18th of 19 in student headcount enrollment; today it ranks 9th. [[KHEER Data, Spring 2013](#), [KBOR Data, Spring 2013](#)]. The November 26, 2012 edition of [Community College Week](#) listed NCCC the 14th fastest growing college of its enrollment category in the United States.

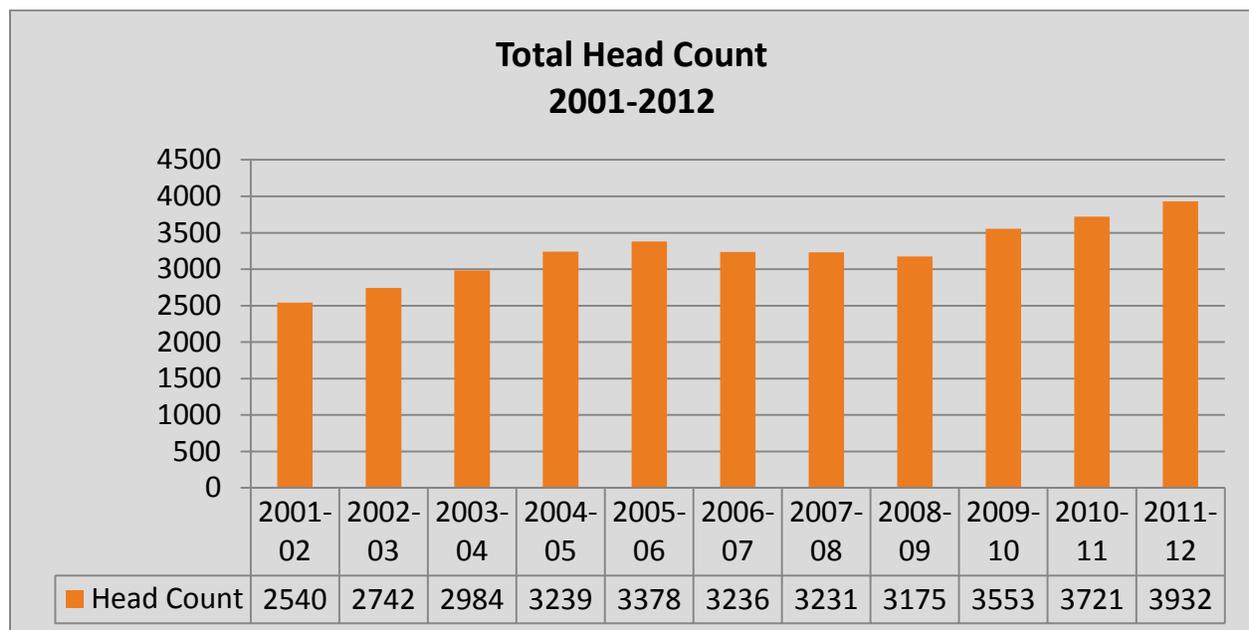


Figure 1 Total Head Count

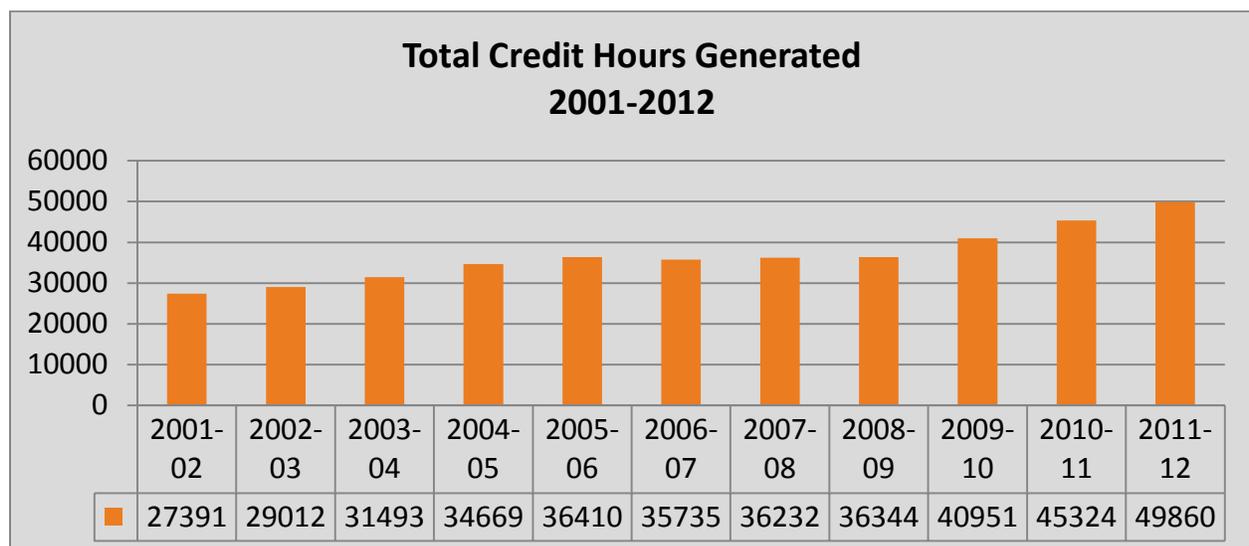


Figure 2 Total Credit Hours Generated

[\[NCCC Educational Master Plan\]](#).

NCCC was ranked 31st of more than 1,000 community colleges its size nationwide for student completion rates according to a [CNN Money report](#) in 2011-12. Credit hour production has increased significantly and steadily over the past five years as well. NCCC provides access through various distance learning approaches, including online courses and blended or hybrid courses that combine web delivery with face-to-face sessions. Online enrollment now comprises 26% of credit hour production. NCCC has a total student enrollment of 3,932 (headcount), and FTE of 1,456, with credit hour production of almost 50,000 (2011-12 data). The average class size is 13, classes are offered at 14 locations in Kansas, and over 1,200 classes are being offered during an academic year.

The student enrollment breakdown by site for NCCC is as follows:	
Neosho County	24%
Franklin County	19%
Anderson County	4%
Douglas County	11%
Johnson County	7%
Allen County	3%
Other Kansas Counties	16%
Out of State	5%
International	10%

Figure 3 Student Enrollment Breakdown

Female students comprise 66% of the student enrollment. The average student age is 27. Full-time students represent 36% of the student population. Approximately 23% of NCCC students indicate a non-white race/ethnicity. An estimated 60% of students enter the College to pursue transfer education goals, and 40% have career and technology occupation goals. At the Chanute Campus residential housing is available for 296 students. For the past two years (2011-12 and 2012-13) the fall housing enrollment has exceeded capacity, and the spring residential enrollment has been retained at more than 80% of capacity. NCCC has 11 intercollegiate athletic teams, 20 student clubs and organizations, and the mascot is the Panther.

Neosho County Community College has 56 employees with designation as faculty, more than 120 adjunct instructors, and 192 employees classified as non-instructors (111 full-time, 25 part-time). The institution is approved to offer associate level degrees (Associate of Arts, Associate of Science, Associate of General Studies,

Associate of Applied Science) and a variety of certificate programs. The College also provides a robust adult education program, leading a consortium effort involving four other community colleges and one public school district. NCCC also provides developmental math instruction for two of the state's regional universities: Pittsburg State University and Emporia State University. These collaborations were developed at the request of each of the universities based on two factors: one, the academic performance results of the NCCC developmental math program, and two, the action by the Kansas state legislature in 2012 that disallowed any public senior college or university in the state to use state funds for developmental education instruction.

The institutional revenue for budget year 2012 reveals that 38% came from federal grants and contracts, 19% from property taxes (Neosho County is the only taxing district for the institution), 18% from student tuition and fees, 10% from state appropriations, 9% from auxiliary operations and activity funds, 4% from state and local grants and contracts, and 2% from other sources.

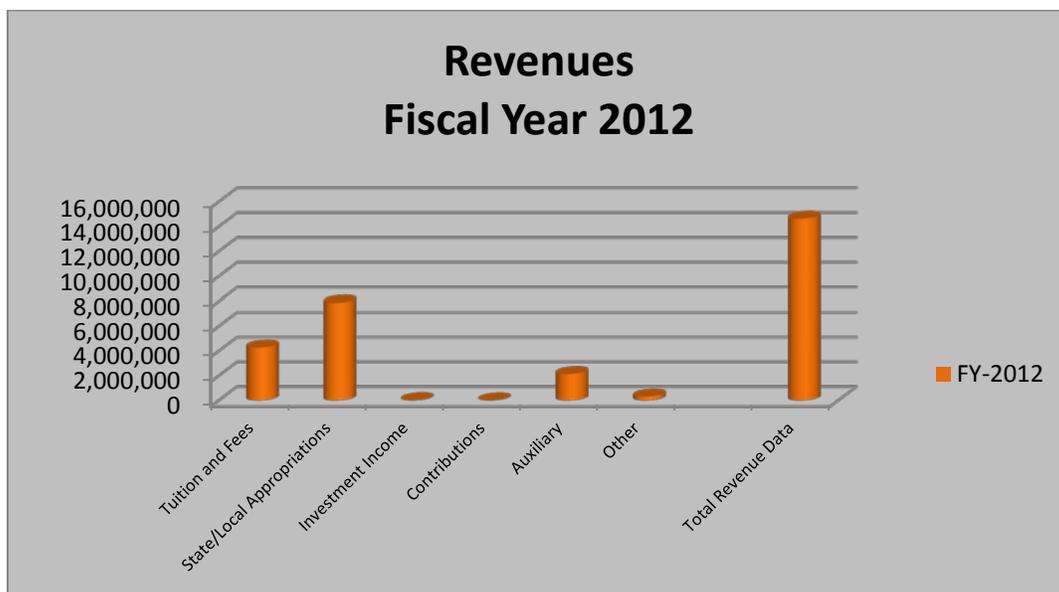


Figure 4 Revenues FY 2012

Expenditures for the same budget year indicate 24% was used for scholarships and awards, 22% for instructional costs, 17% for student services costs, 15% for institutional support, 7% for maintenance and operations, 7% for auxiliary enterprises, 3% for academic support, 3% for depreciation of assets, and 2% for debt service.

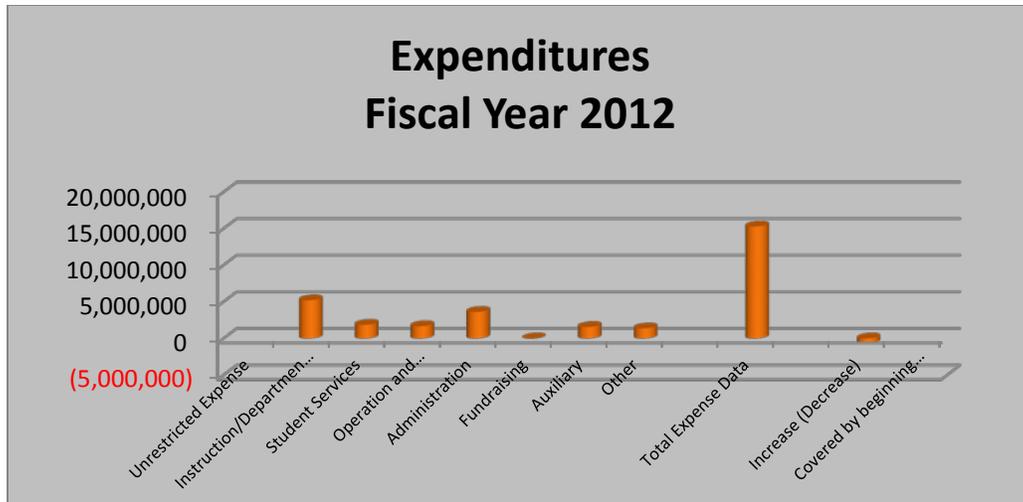


Figure 5 Expenditures FY 2012

The NCCC service region is known within the College as the southern region (Neosho County) and the northern region (Franklin County and the northern half of Anderson County). Neosho County is the taxing district (property tax) for the College. The northern territory was assigned as a service area to the College by the Kansas state legislature, but without the tax obligation. A different Kansas community college has the county immediately north of Neosho County as well as the southern half of Anderson County. This represents a unique geographic design service area for NCCC. The college service area covers more than 1,000 square miles of predominantly rural farmland where the average K-12 free and reduced school lunch eligibility is over 70%, where 30% of families with children under 18 are low-income and only 16% of adults have a bachelor's degree or higher. The December 2012 labor report by the Kansas Department of Labor indicated a statewide unemployment rate of 5.3%. Franklin County was at 5.8%, Anderson County at 6%, and Neosho County at 6.6%.

No community in the service area assigned to NCCC has a population exceeding 13,000, and only two communities (Chanute and Ottawa) have populations exceeding 9,000. The other 15 towns in the service region range in population from Earlton, with a population of 80, to Baldwin City, with a population of 4,515. Anderson County's total population is 8,102, Franklin County's population is 25,992, and Neosho County's population is 16,512. The primary employers in the service region are health care, government (with an emphasis on state/county/local levels), education, and services. Small businesses, light to medium manufacturing, natural resource production, and transportation complete the next largest sectors of employment.

Chanute is located approximately 90 miles from several cities, including Topeka (the Kansas state capitol), Tulsa (Oklahoma), Joplin (Missouri), and the Kansas City metropolitan area (the Kansas suburbs of Olathe and Overland Park). Ottawa is located just 50 miles west of Kansas City, Missouri, and within a half-hour of the western suburbs (Olathe and Overland Park). While Chanute has US Highways 169 and 75 nearby, Ottawa is serviced by both Interstate 35 and US Highway 59.

Highlights of the College since the last Accreditation Visit

- NCCC received a Title III Strengthening Institutions Grant in 2009-2010. The resources provided through this grant have supported several new projects for the College. These include:
 - Development of the Occupational Therapy Assistant and Surgical Technology Programs (which are accredited by their respective external associations).
 - Supported renovation of Rowland Hall (Chanute Campus) with emphasis on nursing and allied health classrooms and labs.
 - Supported science lab development for the new campus facility in Ottawa as well as the nursing/allied health wing of the building, including simulation labs.
 - Science lab renovations at the Chanute Campus (starting summer 2013).
 - Endowed match of more than \$295,000 anticipated by the end of the project.
- Revised the Strategic Plan and master planning processes and documents, providing for an emphasis on focus of decisions, actions, and resource allocations to meet the mission, vision, and purposes of the College.
- Added executive administrator continuity benefit to reduce turnover in leadership.
- Constructed a contemporary campus facility at Ottawa due to enrollment growth.
- Implemented and completed an energy performance contract (EPC)—NCCC was the first community college in Kansas to use this process to extend the durability of facilities. These were the results of planning for capital improvements for the College as a whole.
- NCCC led the way in changing state legislation to extend lease purchases from 10 to 20 year periods, largely due to the EPC project.

- Athletics have been revitalized, evidenced through new/renovated facilities for baseball, softball, basketball and volleyball. A full-time athletic director position was created.
- Policies related to vacation and sick leave were revised to increase employee retention, as well as matching retirement benefit outside the state pension plan.
- We are the first community college in Kansas to be certified as Storm Ready by NOAA.
- NCCC has managed a community-based job training grant and high growth job training grants during the economic downturn. Results have been positive in terms of persons completing CTE programs of study and external licensure/certification, and job placement.
- NCCC was instrumental in assisting the Kansas Department of Commerce and City of Chanute to be awarded a major aviation manufacturing plant expansion through customized training and education (Spirit AeroSystems).
- NCCC received a Health Resources and Services Administration (HRSA) federal grant to assist with acquisition of equipment for health science programs at both the Chanute and Ottawa Campuses.
- NCCC is the lead institution in an adult basic education consortium involving five community colleges and one school district. This arrangement provided impetus for the Kansas Board of Regents to include NCCC in a pilot grant blending CTE and ABE projects, funded by Jobs for the Future.
- NCCC's Partners in Change program was recognized and included by State Senator King in legislation influencing welfare to work recipients in the state.
- NCCC's nursing program is the second largest among community colleges in the state, and has been a leader in technology integration, emphasizing simulation labs.
- Results of NCCC's developmental math instruction have led to two state universities requesting NCCC to teach those courses on the university campuses.
- The welding program has won the state welding competition for the past four years (2009-2012).
- Construction technology and energy management programs have been developed and implemented, as well as computer support specialist and health information technology programs (with external accreditation). Medical assistant, phlebotomy, coding, and transcription programs have also been added since the last HLC visit.
- NCCC has received two Bellwether finalist nominations, one for outcomes assessment of student learning and one for the plan that resulted in the new Ottawa Campus.

- Advising coordinator positions have been added, as well as a Director of Human Resources, Payroll Clerk, Dean for Enrollment Management, Dean for the Online Campus, Grant Director, Assistant Deans for Outreach and Workforce Development (at both the Ottawa and the Chanute Campuses), an Instructional Design Specialist, and a Graphic Design Specialist.
- The creation of the Strategic Technology Plan has resulted in adding needed staff as well as processes to enable the College to meet emerging technology needs. Of special note is that the College has a completely integrated student information system and learning management system, Jenzabar. Every classroom has the capability of using computers, audio/visual presentations, and one classroom is equipped for video/audio capture.
- NCCC Nursing is transitioning to e-books, and the program has also benefited from a Kansas Board of Regents nursing initiative grant project since 2006.
- Creation of the Institutional Effectiveness Matrix which provides for institutional evaluation of more than a 20 separate elements, including final review by the Board of Trustees.
- Professional development of the Board of Trustees has been implemented so that they receive annual national training [[ACCT](#)], as well as semi-annual institutional board retreats and state meetings. One of the actions done annually is the verbal reaffirmation of the [ACCT Code of Ethics](#).
- Supervisor training has been implemented to support education and training for all employees who supervise other employees.
- Professional development funding for staff has been implemented. Since 2007 more than \$50,000 has been invested in staff development, with the number of staff per year using the fund increasing from 13 in 2007-08 to 24 in 2012-13. Staff employees are using the resources to pursue additional education (degree attainment), training and certifications, and for state and national conferences.

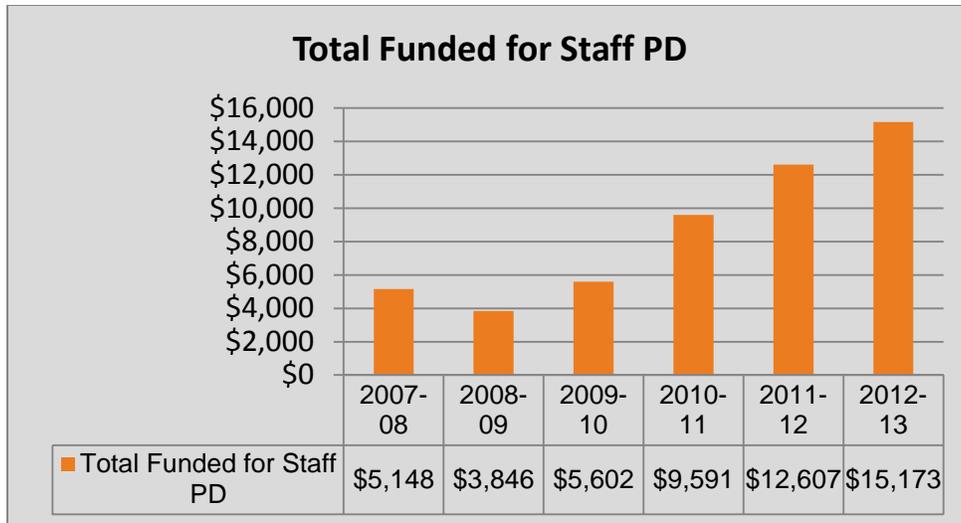


Figure 6 Staff Professional Development Fund

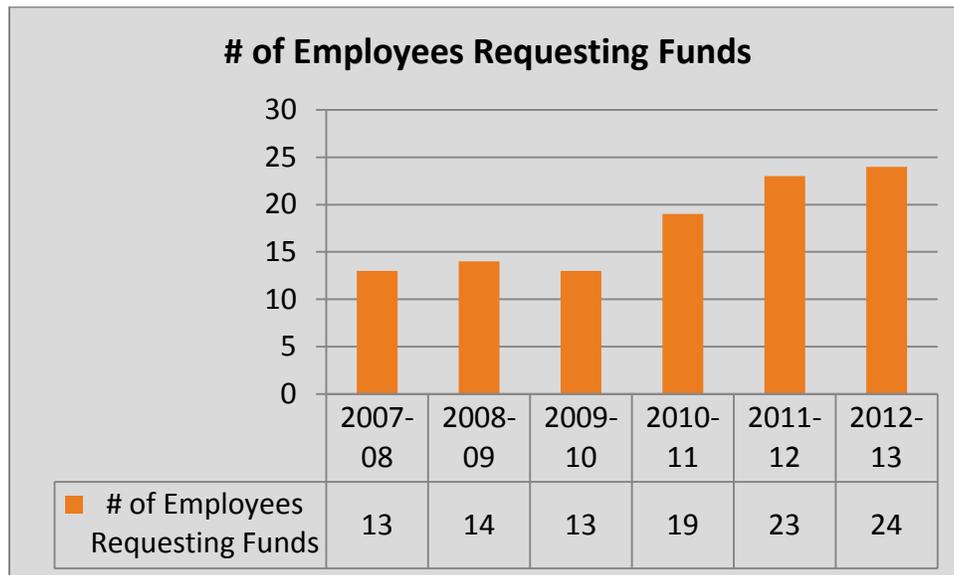


Figure 7 Employees Requesting Staff Professional Development Funds

- Resources have been allocated to ensure that buildings and grounds are cared for, resulting in a positive visual experience for employees, students, and visitors.
- Lighting and security cameras have been implemented at both campuses as part of the institutional commitment to safety.
- AED and first aid training are provided on a regular basis (at least annually). In addition, the College provides actual weather and other disaster drills and reviews to ensure optimal ability to respond to weather and other safety situations.

- Safety training for employees has included: 12-passenger van driver training program, maintenance and custodial training to meet OSHA and other regulations.
- Full-time faculty and staff have been added due to enrollment growth. Full-time faculty and instructor positions have increased from 41 to 56 since 2004, and part-time instructors have increased from 94 to 129 during the same timeframe.
- The College continues to expand its “green” capacity with more electronic forms and other measures to reduce paper usage and its carbon footprint.
- Tutoring support has been enhanced since the last visit, including the commitment to not limit budget support for tutoring.
- Chapman Library was renovated in 2005 for safety and for expansion of services.
- Theater productions have been expanded from two to four performances per year.
- The History Club was formed approximately six years ago and has resulted in two major trips per year providing special opportunities for many students. This is one item of evidence in a commitment to support more clubs and organizations within the College, and at both campuses. PTK at each campus has been recognized for leadership and achievement. A National Technical Honor Society has been created. Entrepreneurship and business clubs have been re-energized.
- NCCC has benefited from several university articulations, including nursing with the University of Kansas for a seamless transfer into their BSN program. Articulation with Pittsburg State University and their Bachelor of Applied Science degree for welding and construction students at NCCC.
- NCCC has reinvigorated connections with our communities including Relay for Life, Safari Days and Business Expo, Rotary, Lions, and Kiwanis, EKOGA (Eastern Kansas Oil and Gas, Chamber Ambassadors, Retired Teachers Association, Special Education Coop, and other groups use the campus facilities often. Senior citizens are provided a reduced rate for meals on Thursdays, and free coffee/donuts on Tuesdays. Great Western Dining Services also has a public buffet available on Sundays which brings many community residents on campus.
- The College is active in economic and community development, including providing employees as members on groups such as Chanute Regional Development Authority, Project 17 (SE Kansas consortium), Franklin County Economic Development (Ottawa), Anderson/Linn Counties Economic Development, Douglas County/Lawrence Economic Development.

- The bookstore moved from a deficit (2011-12) to a significant profit (2012-13) due to changes in leadership, marketing, products, and increased book rental fees.
- Residence hall occupancy and retention have steadily increased. The past two academic years the halls have been over capacity. Renovations in the facilities are ongoing, including restrooms, a dedicated electronic game room and movie room, and increased bandwidth. This has resulted in a decrease in the need for student fees to meet the pro forma requirement for the residence hall bonds.
- College administrators are part of critical city/county/regional agencies related to safety and emergency planning.
- All board meeting information is in electronic form, and trustees have iPads to enhance information sharing. All policies are web-based to increase access.

Chapter 2

Response to Previous HLC Review



Strategic planning and
integration of institutional **Effectiveness.**
A series of master plans to keep
the institution **Focused.**

CHAPTER 2

NCCC RESPONSE TO THE LAST HLC REVIEW

The Higher Learning Commission performed its last comprehensive evaluation visit report concerning Neosho County Community College (NCCC) in 2004. The Commission supported the review team's recommendation to place the institution on probation due to issues with the College meeting the criteria for accreditation (specifically, Criterion 2, 3, and 4). In the final report from the Commission the following items were identified for needing institutional attention:

Criterion Two:

- The Board of Trustees did not have specific policies and procedures for selecting their officers or officer term limits.
- Insufficient evidence of the professional development plans for the members of the Board of Trustees to affirm their capacity to serve in that role.
- The need for a person with the primary responsibility for human relations oversight (policies, procedures, compliance, etc.).

Criterion Three:

- The need for an emphasis on the College's capacity for public information and public relations.
- Need for more evidence of how the results of assessing student learning are shared across the College.
- Assessment of general education objectives not implemented yet.
- Integration of the assessment of student learning into the program review cycle is still in progress.

Criterion Four:

- Lack of evidence for effective use of strategic planning and institutional effectiveness evaluation.
- Strengthening strategic planning with specific goals, timelines, outcomes, and measures of effectiveness is not evident.

- Lack of formal approach to include wider community involvement in the strategic planning process.
- Lack of evidence that the institution performs appropriate SWOT or PEST analyses.

In the final report from the Commission the following items were identified for needing institutional attention and Commission follow-up:

Criterion Two:

- The Commission was concerned about the financial capacity, particularly related to revenues from housing to cover its expenses.
- The Commission was concerned about the aging facilities and capacity of the institution to provide for appropriate maintenance and needed facilities changes.
- The Commission was concerned about the lack of an enrollment management plan to support noted issues related to strategic planning and resource development and allocation.
- Monitoring report on the financial condition of the institution due January 2007.

Criterion Three:

- The assessment of student learning process had not made sufficient progress to satisfy the criterion.
- Monitoring report on the assessment of student learning due June 2008.

NCCC responded appropriately and effectively to the items reported on by the Commission needing institutional attention:

- The Board of Trustees developed, approved, and regularly reviews and amends the [Board of Trustees Policy Handbook](#), which includes information on selecting officers of the board, terms of officers, and professional development expectations.
- A [Director of Human Relations position](#) was created and filled. That person is a member of the Executive Committee of the College and works with all employees, with an emphasis on supervisors, to ensure compliance with federal, state, and institutional regulations related to employees. The HR director also is involved with surveys related to compensation and monitors staff professional development, employee benefits, and other items critical to the effectiveness of human resources.
- The College developed and filled a [part-time Advertising Media Coordinator](#) to manage public information. This individual assists directly with implementing marketing strategies for the institution, with an emphasis on advertising, public information, and image/branding of the College. The College has strengthened its capacity for public relations through reinforcing engagement of employees, particularly persons in director/dean/senior administrative positions with the communities served by the institution. The College also created a [full-time](#)

[position for a Graphic Design Specialist](#) and part-time Webmaster to strengthen capabilities in both areas which have a direct impact on the marketing and public relations aspects. One of the [Admissions Specialist positions](#) had social media added to the job description so that the institution can begin integration of that component of communication and marketing. [[Advertising and Branding Examples](#), [YouTube](#), [flickr](#), Facebook: [Chanute](#), [Ottawa](#), [Athletics](#)].

- The College's planning process and integration of institutional effectiveness was significantly modified and strengthened and now forms the foundation of moving the College forward to meet its mission, vision, and purposes. A series of master plans keep the institution focused and integrate both the assessment of strengths, weaknesses, opportunities and threats as well as environmental scanning. The master plans are reviewed and revised on a rotating basis (every 3-5 years at minimum) and help form the goals and objectives used in annual strategic planning. [[Master Plans](#), [Institutional Effectiveness Dashboard](#), [Strategic Plan](#)].
- Strategic planning has been integrated with the institution's institutional effectiveness scorecard, resource allocation, technology and facilities planning, educational planning, and financial planning. [[Master Plans](#), [Institutional Effectiveness Dashboard](#), [Strategic Plan](#)].
- In compliance with the Kansas Open Meetings Act [[KOMA](#)], the College has made its planning process and documents open to the public and have invited public comment and engagement on a regular basis for planning purposes.
- The College performs periodic analyses of strengths, weaknesses, opportunities, and threats with a comprehensive external review. The analyses' elements are reflected in master plans, strategic plans, and budget development. A comprehensive external analysis was performed by Wichita State University. [[WSU Report](#), [Master Plans](#), and budget reports, including the annual [Large Expenditure Spreadsheet](#)]. A comprehensive economic development report was developed for the College by EMSI, Inc. in the fall of 2012 providing additional data from an external perspective for the College. [[EMSI Report](#)].
- The development of an enrollment management plan is in process. The most recent portion of restructuring the student services component of the College was completed in May 2013. Starting in July there will be a [Dean of Enrollment Management](#) with the units of Registration, Financial Aid and International Students reporting within that unit, and a [Dean of Students](#) responsible for student life, with the units of residential housing, student activities, ADA and other compliance processes, counseling, and behavior threat analysis. Also, the Admissions unit will report directly to the Vice President for Student Learning and become Recruiting & College Relations. Finally, the Library and the Center for Adult & Vocational Excellence (CAVE), both located in Chapman Hall on the Chanute Campus, will be merged as a unit and become the Chapman Learning Center (CLC). In addition, continued training of faculty and staff are moving the College to a comprehensive approach recognizing the different characteristics of the population markets being pursued by the institution, as well stronger emphasis on retention and completion strategies. Restructuring of student

development services has been done to strengthen staff training, inter-unit collaboration, and reinforce data accuracy for institutional research and reporting.

Neosho County Community College provided the Higher Learning Commission with the required monitoring reports. In the financial report the institution provided evidence of financial planning to ensure effective stewardship of resources for operating expenses, the bond debt reserve (for residential housing), and necessary deferred maintenance for facilities.

A monitoring report on the assessment of student learning was submitted to the Commission. The report provided evidence that the College had implemented an appropriate general education outcomes assessment, had strengthened the process related to the distribution of assessment data and engagement of faculty in using the data for continuous improvement, and had embedded assessment information into the program review process. NCCC has become a leader in outcomes assessment, consulting with numerous colleges in several states about our innovative assessment methods, and presenting our process at several conferences and receiving recognition about what we have developed and implemented. The assessment of learning outcomes process used by NCCC has been recognized for excellence by the Higher Learning Commission, the Bellwether Award from the Community College Futures organization, and by the National Council of Instructional Administrators (NCIA). [[2009 and 2012 Bellwether Finalist Awards, 2008 NCIA Exemplary Initiatives Competition](#)]

The College received written notification from the Commission on October 29, 2004 that the institution was removed from probation and approved to continue as an accredited institution. The subsequent monitoring reports were accepted by the Commission. The institution has provided updated institutional reports and necessary change requests to the Commission.

Neosho County Community College made the best of the situation from the results of the previous accreditation review. A core group of formal and informal leaders, comprised of trustees, administrators, faculty, and staff, rallied the institution to make the necessary changes as quickly as possible with quality and to support the re-orientation of the organizational culture to reach for excellence in support of its mission, vision, and purposes. The results concerning enrollment growth, increased presence in the state of Kansas as a leading community college, and data on the quality of programs and services, or resource allocation and planning are all evidence that the institution takes the accreditation criteria and expectations seriously and acts with those values in mind with every decision and action.

Chapter 3

Mission



Neosho County Community College
operates with **INTEGRITY** to ensure
the fulfillment of its **MISSION**
through structures and processes that involve
the board, administration, faculty, staff, and
STUDENTS.

CHAPTER 3

CRITERION 1: MISSION

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

1A. The institution's mission is broadly understood within the institution and guides its operations.

- 1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.**

The mission of Neosho County Community College (NCCC) is to enrich our communities and our students' lives.

The vision statement for NCCC is: Neosho County Community College will grow and expand through serving students with innovative, creative programs based on leadership and excellence in faculty, administration and staff and be the premier community college in Kansas.

The purposes of Neosho County Community College are:

Student learning through

- The meeting of students' needs,
- Quality educational programs, and
- Effective assessment processes;

Student success through

- Providing personal attention,
- Individualized advising, and
- The opportunity to meet personal goals;

Ensuring access through

- Affordability,
- Flexible delivery and scheduling methods,
- Responsive student services, and
- Safe and comprehensive facilities;

Responsiveness to our stakeholders through

- Open communication,
- Ethical management of resources,
- Accountability, and
- The development of leaders;

Meeting community needs through

- Collaboration and innovation,
- Lifelong learning opportunities,
- A commitment to diversity,
- Cultural enrichment, and
- The providing of an educated workforce.

The current mission statement was developed during January 2004 using a process which gathered input from all employees during inservice sessions with follow-up meetings to refine their feedback. The College's Strategic Planning Committee developed the statement based on the employee comments. The purposes section was also developed at that time and is part of the annual review. The purpose element on diversity was added to reinforce the institutional commitment to helping students, employees, and the communities we serve better understand and value each other and the various ways we influence the world around us.

The draft statement was reviewed and approved by the Student Government group, and then by the college community at-large in February 2004. The NCCC Board of Trustees confirmed the statement along with the purposes of the College. The Trustees review the mission and purposes statements annually. In December 2009, "a commitment to diversity" was added as a result of this yearly review. In addition the word "staff" was added to the vision statement in February of 2011 in order to be clear that all employees are part of the future vision of NCCC no matter their job title.

[[Board of Trustee Minutes from February 12, 2004](#), [Materials from College Inservice on January 13, 2004](#), [Committee Minutes](#), [Trustee Minutes](#), and [Educational Master Plan](#)].

2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.

There is alignment of the NCCC mission, vision, and purposes with the college's academic programs, student support services, and enrollment profile. Academic programs may be categorized as college readiness, transfer, career/technical, and lifelong learning. College readiness includes developmental education and adult basic education. To further reinforce the institutional commitment to its mission, vision, and purposes, NCCC provides learning opportunities (formal and informal) from young children (summer Kids' College) through lifelong learning (targeting senior citizens), from adult basic education for persons who have not graduated from secondary school through preparing students for transfer and career pathways that often lead to either graduate education or occupational opportunities requiring specialized training and skills.

NCCC uses an [Institutional Effectiveness Dashboard](#) as an annual tool to gauge effectiveness and identify areas for focused improvement efforts. The elements used with the dashboard have a direct connection to the purposes of the College. The dashboard identifies the person(s)/unit responsible for the measurement component. Each component is assigned a point value range for effectiveness and outcome, thus providing a possible point total and an actual total. The point ranges are reviewed annually by the Executive Committee. As the components are completed, the results are discussed by the Executive Committee with a vote on the point assignment resulting in the effectiveness total for the evaluation period.

Components include/have included items such as:

- Noel-Levitz Student Survey Results
- CAAP Assessment
- CCSSE Survey Results
- Title IX Effectiveness
- Effectiveness of Developmental Education
- Pass Rate for Students with Licensing Exams/Certifications as Program Requirements
- Assessment of Effectiveness of Perkins Grant Projects
- CLERY Report Assessment
- IPEDS Data Analysis
- Results of Data Reports to the Kansas Board of Regents
- Audit Results
- Employee Survey Analysis
- Graduate Survey Results
- Assessment of Student Learning
- Analysis of Other IR Reports

- Analysis of Student Surveys of Courses/Instructors
- Program Review Analysis
- Evaluation of Advisory Board Engagement
- Analysis of Grant Reports
- Effectiveness of Environmental Scanning/Economic Impact Reports
- Departmental Reviews
- Analysis of Professional Development Activities
- Review of College Partnerships/Collaborations
- Board Assessment of their Effectiveness

The annual Employee Survey is designed to gather input from all employees about their perception of how well the College is meeting its mission, vision, and purposes. Further, the format of the program review gathers information from each program about how it meets the mission of the College. Each year, the new results are added to the [complete employee survey results](#) for comparison purposes. Data from the survey will be used throughout the self-study. For this component topic, the employees of the College support the mission, vision, and purposes of the institution and the manner in which the College pursues results. The rating is based on a 5-point response scale, with 1=strongly agree through 5=strongly disagree. Therefore, a rating of 2.0 or lower indicates agree to strongly agree with the topic statement. The graphs below show the collective employee ratings for the past four years of the survey, which is the number of years these statements have been part of the survey:

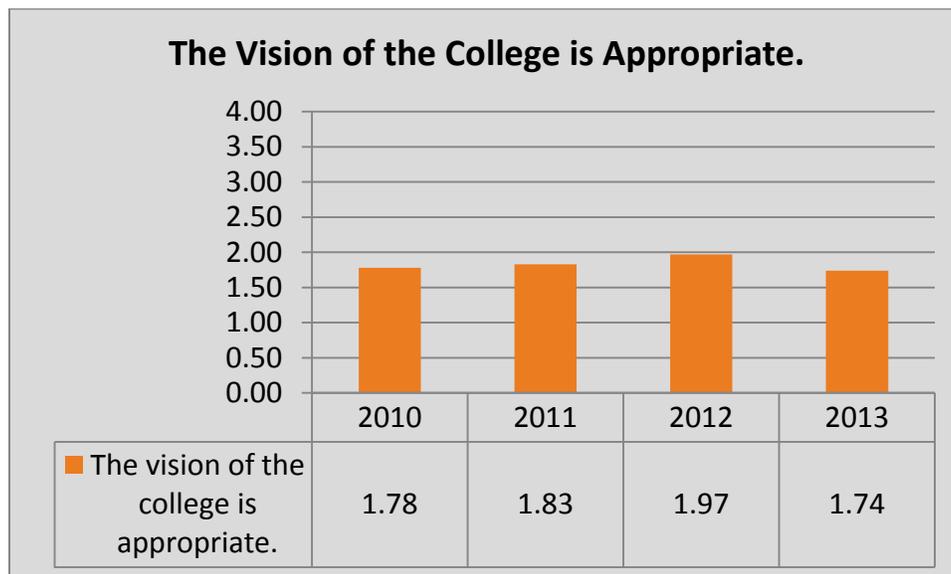


Figure 8 Employee Survey: Vision Appropriateness

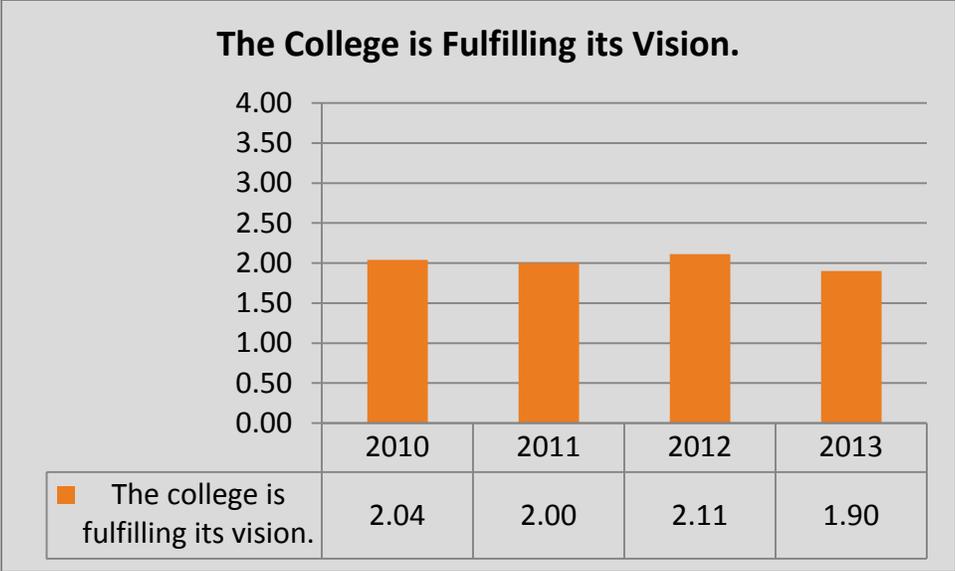


Figure 9 Employee Survey: Vision Fulfillment

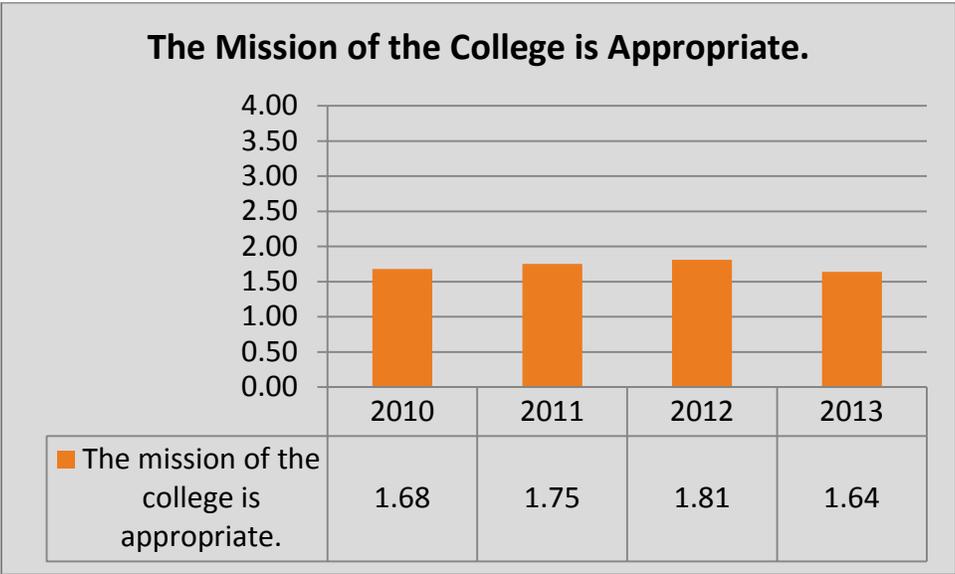


Figure 10 Employee Survey: Mission Appropriateness

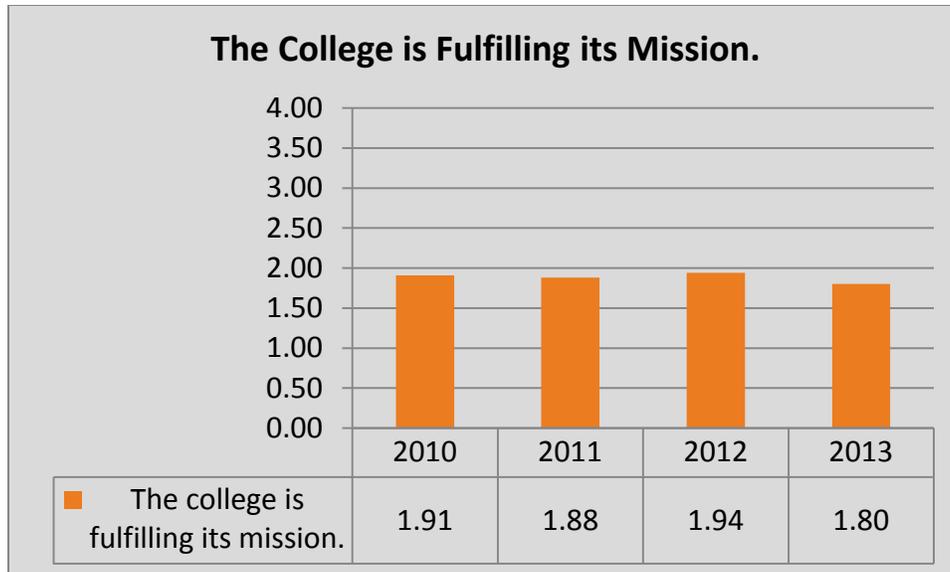


Figure 11 Employee Survey: Mission Fulfillment

A review of the individual responses for the 2013 survey show that 93% of the college employees who responded to the survey (approximately 135 employees) gave a rating of strongly agree or agree that the vision statement is appropriate, and 85% indicated the College is fulfilling its mission (agree and strongly agree combined). Regarding the mission of the College, 97% indicated agree and strongly agree for the mission statement being appropriate, and 90% that the College is fulfilling its mission.

Neosho County Community College demonstrates alignment through college readiness from these examples:

- NCCC coordinates adult basic education services (2012-13) for several community colleges (Neosho County Community College, Ft. Scott Community College, Independence Community College, Coffeyville Community College, Labette Community College, and one unified school district, Ottawa (KS) Unified School District 290. Within this Southeast Kansas Adult Education consortium, NCCC has provided leadership to infuse two initiatives which reinforce individual skill and attitude adjustments for persons who have been unemployable.
- The Kansas Board of Regents received a grant from Jobs for the Future (JFF) to implement introductory career and technical education courses with adult education instruction (following the I-Best model used in the state of Washington). NCCC has been a leader with this Regent’s initiative, extending occupational training to hundreds of adult education participants since the summer of 2012. The project is called AOK (Accelerating Opportunities for Kansans).

- The College has also worked within the consortium to re-start Partners in Change (PiC). This project helps persons who have been unemployable and/or relying on public assistance to adjust personal goals and attitudes so that career and education plans become attainable. For participants who complete the program, there is an 80% success rate with those individuals either being employed and/or entering their adult education program. Partners in Change has been presented by the College President to a Governor's Task Force on Reducing Poverty in Kansas, and the program has been recommended in state legislation to assist persons receiving public assistance with training and education. [[KC Star article from 4/16](#), [Dr. Inbody's PiC Presentation](#)].
- NCCC provides comprehensive developmental education courses, with an emphasis on the basic skills areas of reading, writing, and mathematics. College data concerning the effectiveness of developmental education indicates that those students completing [Intermediate Algebra](#) have a success rate of 70% in completing [College Algebra](#) (with a grade of C or higher). The data analysis for English indicates that those students completing [Pre-Composition](#) have a success rate of over 60% for completing [English Composition I](#). Students who entered the College with a college-level reading deficiency and who completed remedial reading classes ([Reading Proficiency II](#) and [Reading in the Disciplines](#)) with NCCC have a greater than 50% pass rate in two identified reading intensive general education courses ([General Psychology](#) and [Introduction to Sociology](#)) as one method used to gauge effectiveness. [[Developmental Mathematics Analysis Report 2013](#), [Developmental English Analysis Report 2013](#), [Developmental Reading \(PSYC155\) Analysis Report 2013](#), [Developmental Reading \(SOSC100\) Analysis Report 2013](#)].
- The success of the NCCC developmental program, particularly in mathematics, has provided the College with the opportunity to provide the instruction in this course area for two regional state universities in Kansas: Pittsburg State University and Emporia State University. [[PSU Memorandum of Understanding 2010](#), [ESU Memorandum of Understanding 2012](#)].

Neosho County Community College aligns its transfer education with its mission and purposes through several clear examples:

- Transfer faculty participate in statewide core outcomes meetings on a regular basis. These meetings involve university and community college faculty to discuss course outcomes for freshmen and sophomore level courses for the purpose of reaching consensus on core learning outcomes in many general education and lower level courses. This process ensures instructors adjust their general education curricula to enhance transferability and common instruction.

[\[Kansas Core Outcomes Report 2011-2012\]](#).

- During the 2011-2012 academic year the Kansas Board of Regents initiated a process to identify a list of general education level courses that would be accepted for transfer without issue within the state’s public colleges and universities. Seventeen courses have been identified and approved by the Regents with additional courses to be added in the future. This project, along with the core outcomes procedure, has strengthened both curriculum alignment and transferability for NCCC students within the state public higher education system. [\[KBOR Transfer and Articulation Agreement\]](#).
- NCCC also has articulation agreements with both secondary schools and with other postsecondary institutions (public, private, and for-profit) to assist students with meeting their educational needs. During 2013, the institution was involved with reverse transfer agreements with Emporia State University, Pittsburg State University, and Wichita State University to assist with the broader goals of student completion and tracking of transfer students and their academic performance.

Neosho County Community College Articulation Agreements			
Secondary	Private Colleges	For-Profit College/ Universities	Public Colleges/ Universities
Anderson County	Baker University	American Public University	Allen Community College
Baldwin City	Central Christian College	National American University	Cowley County Community College
Baxter	Friends University	University of Phoenix	Emporia State University
Central Heights	Mid-America Nazarene University		Ft. Hays State University
Chanute	Newman University		Kansas State University
Cherryvale	Ottawa University		KSU at Salina
Erie	Southwestern College		Pittsburg State University
Humboldt	Sterling College		University of Kansas
Jayhawk Linn			Washburn University
Ottawa			Wichita State University
Parsons			
Saint Paul			
Wellsville			
West Franklin			

Figure 12 Articulation Agreements

Neosho County Community College aligns its career education with its mission and purposes through several clear examples:

- Approximately 40% of the student enrollment of NCCC is in the career and technical education component. [[Institutional Research Enrollment Data: Academic and Vocational Hours Summary](#)].
- The College has the second largest community college nursing program in the state of Kansas (graduating approximately 100 associate degree level and 100 licensed practical nursing certificate level students per year), with nursing education being offered at both the Chanute and Ottawa Campuses, a first-year cohort component taught by the College at the hospital at Independence (KS) with support and approval from the Independence Community College, and online. The program is approved by the Kansas Board of Nursing as well as accreditation through the National League for Nursing Accrediting Commission, Inc. The College provided significant resources to renovate the Chanute nursing facility and to provide the new Ottawa Campus facility with state-of-the-art simulation labs to strengthen the nursing education experience. [[KBOR Nursing Data from the Kansas Nursing Initiative Report](#)].
- NCCC offers the only occupational therapist assistant program from any community college in the state. The program, which is accredited with the Accreditation Council for Occupational Therapy Education, is based at the NCCC Ottawa Campus, and has a two-year list of students who have applied for admission into the program. The first cohort will graduate in 2013.
- The College also has initiated an accredited (Commission on Accreditation of Allied Health Education Programs) Surgical Technology Assistant program available at both the Chanute and Ottawa Campuses. The initial students will graduate during 2013.
- NCCC has had the state championship welding team for the past five years. In Chanute, the program is held in cooperation with the Chanute Unified School District. The school district provides the facility at their high school campus, and the College provides the equipment and instructor, offering concurrent enrollment during the school day and then evening sections open to all persons. [[Chanute USD413 Technical Education Agreement](#), [Chanute USD 413 Memorandum of Understanding](#)].
- A similar arrangement is also in place for the constructional technology program. The College anticipates expanding welding and construction technology instruction using a similar process, with other school districts over the next several months due to state initiatives emphasized by the current governor and state legislators to enhance career and technical education opportunities to eligible secondary students.
- NCCC also provides comprehensive allied health education in health information technology and certified nursing assistant programs. In the health information

technology program, several of the programs are available online, optimizing student access.

- The College has administered a U.S. Department of Labor Community-Based Job Training Grant to provide career education to hundreds of eligible individuals for the past five years, with an emphasis on certified nursing assistant (CNA) training due to need for trained health care workers, as well as the ability of participants to use that program as a step to build on with certified medical assistant, and other options, including nursing. The success of the project and quality of NCCC programs in this area is evidenced by the pass rates for the external licensure/certification:

Program	10-11 pass rate	11-12 pass rate
Health Info Tech	NA	100%
Healthcare Coding	NA	100%
Medical Assistant	100%	100%
Phlebotomy	NA	100%
Nurse Aide	97%	94%
Medication Aide	94%	99%
Home Health Aide	NA	100%
EMT I*	50%	57%
EMT II	100	100
Energy Management	NA	100%
Energy Auditing	70%	75%
Aerostructures	NA	100%
Welding—OSHA 10	93%	94%
Welding—AWS	75%	82%
Construction Technology	100%	100%

Figure 13 CTE Program Pass Rates

*EMT I experienced a lower pass rate due to the College having a source for funding students which reduced student commitment using their own resources. This process was revised in 11-12, and has had further change since then.

- The format and process for program review within the College includes identification of how each program aligns with the mission of the institution. This is a formal and written component of each program review. [[Program Review Guidelines](#)].

3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Detailed information is provided in [Component 5.C.1](#). NCCC has developed a very comprehensive master planning process which responds to the current and future needs of the college's faculty, staff, students, and patrons providing a blueprint for the future and a vehicle for the Board of Trustees to lead the shaping of the College as well as communicate to stakeholders the college's vision and direction:

- The [Educational Master Plan](#) defines academic needs, quality assurance, delivery methods, infrastructure changes required and program review recommendations.
- The [Strategic Technology Plan](#) defines technology objectives, success factors and replacement schedules for technology.
- The [Capital Improvement Plan](#) identifies deferred maintenance projects, provides a plan for implementation and informs the budget.
- The [Emergency Action Plan](#) provides a detailed plan for safety and security policies and procedures and defines who is in charge, emergency preparedness and what to do in the event.
- The [Financial Plan](#) anticipates five-year revenues and expenditure projections including possible tuition/fee increases, local mill levy and state appropriations.
- The [Facility Master Plan](#) provides a direction for future capital construction and renovations projects to respond to current and future needs of the College.
- The [CEO Succession Plan](#) helps the institution develop and provide stable leadership.
- The [Strategic Plan](#) operationalizes the vision and direction of the College through action items from other master plans and informs the budget process through the college purpose areas of students, community and employees. Items in the Strategic Plan are also identified for alignment with these key components: HLC Criteria, [Kansas Board of Regents Foresight 2020](#) (vision and strategic goals document), NCCC President's Goals (established annually with the college community and approved by the trustees), Educational Master Plan, Facilities Master Plan, and/or other college Master Plans.

Plan Review Schedule

Plan	2008-09	2009-10	2010-11	2011-12	2012-13
Educational Master Plan	X			X	
Strategic Plan	X	X	X	X	X
Capital Improvement Plan	X	X	X	X	X
Strategic Technology Plan	X		X		X
Emergency Action Plan	X	X	X	X	X
Finance Plan		X			X

Figure 14 Master Plan Review Schedule



Figure 15 Master Planning Cycle

The alignment of college planning and resources with the mission is also evident in the development and implementation of the annual President's Goals list, and items identified from the annual ranking and review of the Institutional Effectiveness Dashboard. The lowest scoring items are reviewed carefully and usually added to the Strategic Plan to emphasize improvement efforts. [[President's Goals](#), [Institutional Effectiveness Dashboard](#), [Master Plans](#), [Strategic Plan](#), [Strategic Planning Committee Minutes](#), [Executive Committee Minutes](#), [Board of Trustees Minutes](#)].

1B. The mission is articulated publicly.

1. **The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.**

Neosho County Community College is a public, community college serving rural areas of east central Kansas. The primary focus of the institution is on student learning. Academic programs are concentrated on areas of study that provide opportunities to earn either a certificate or associate degree. The College mission, vision, and purpose statements are prominently displayed in the annual institutional catalog, website, and within each campus facility, and reflect the college's role in accomplishing its purpose for constituents. The key phrase from the mission statement concerning enriching lives is encouraged to be used as a tag line for employee email. [[Vision, Mission and Purpose Statements from NCCC Catalog](#), [Vision, Mission and Purpose Statements from website](#), [Dr. Inbody Email Signature Line](#)].

2. **The mission document or documents are current and explain the extent of 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.**

The current statements and purposes were developed in 2003-2004, and have an annual review by employees and the trustees. Trustees review the mission, vision, and purposes during their fall board retreat. Dr. Inbody has the mission statement with his email signature so all employees and students, and many stakeholders, are reminded of the mission with each of his communications. The purpose statement information reinforces the focus of the institution on instruction, public service and economic development, cultural enrichment, and access and accountability.

The annual employee survey is designed to obtain feedback on their perception of how well the institution is meeting the mission, vision, and purpose elements. The survey results have consistently indicated employee perception and support that the institution performs well in meeting its mission, vision, and purposes. On a scale of 1 indicating strongly agree through 5 indicating strongly disagree, employee survey results indicate support that the mission and vision statements are appropriate and are being fulfilled. [See also: [Employee Survey Mission & Vision Appropriateness and Fulfillment Graphs](#)].

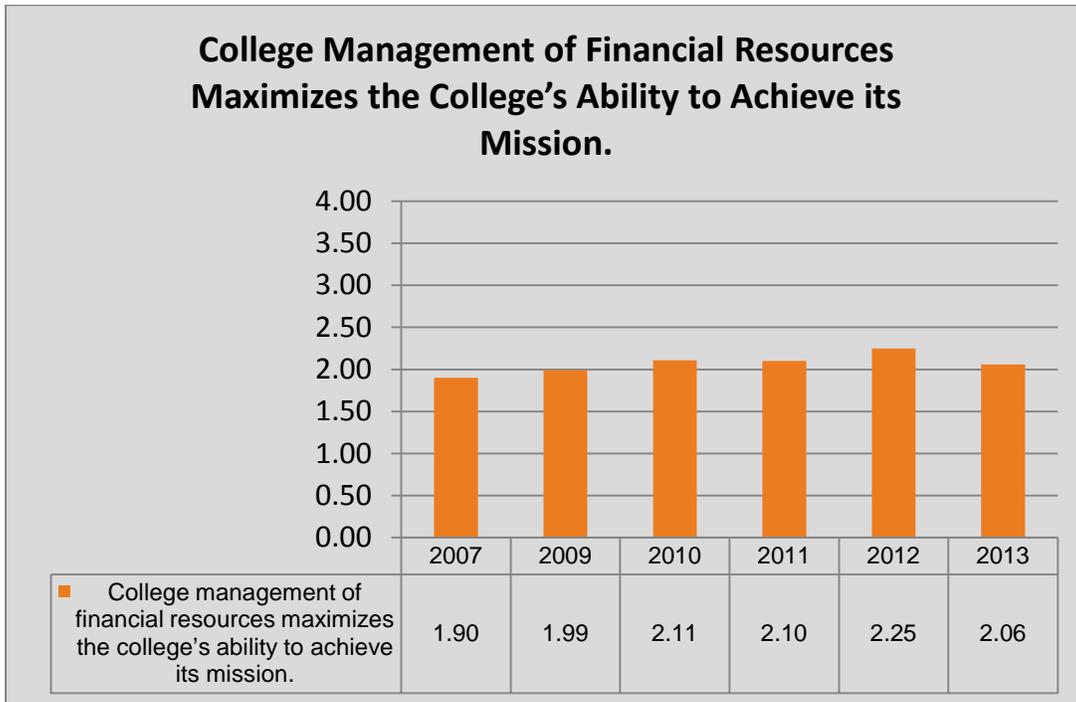


Figure 16 Employee Survey: College Management of Financial Resources

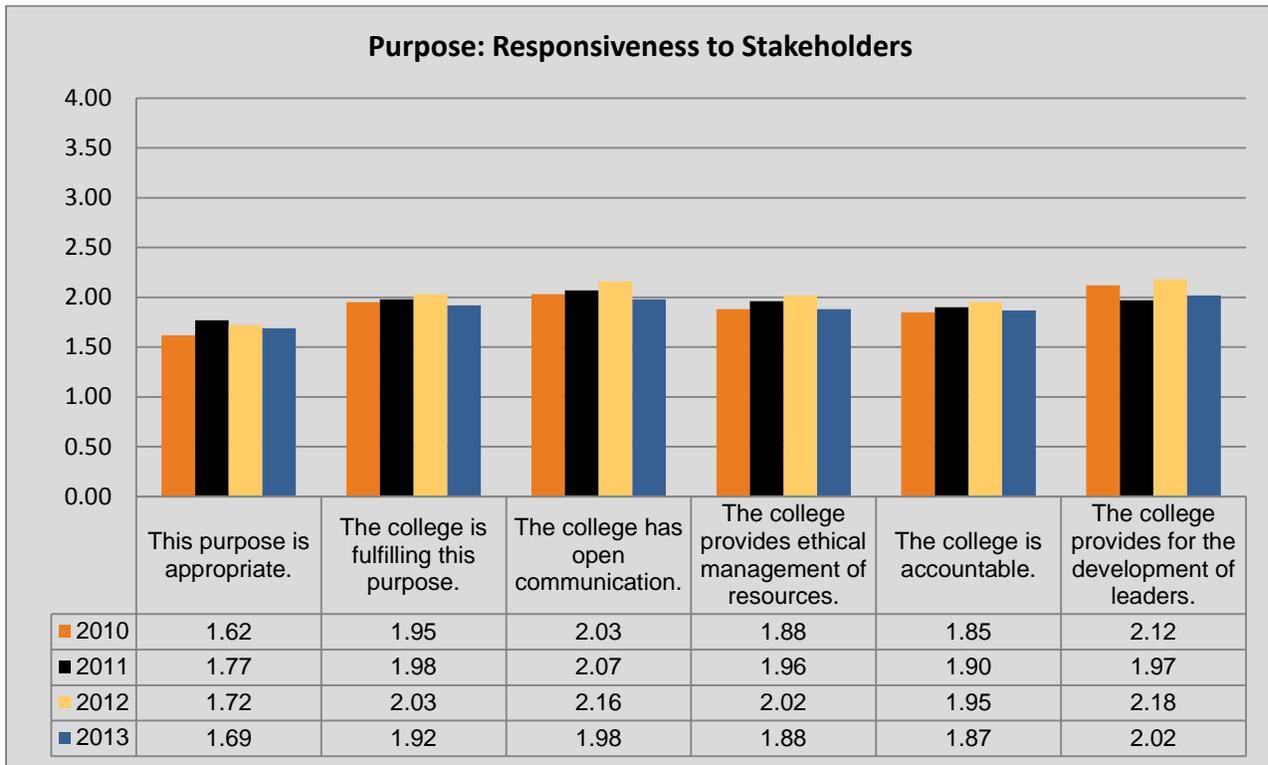


Figure 17 Employee Survey: Responsiveness to Stakeholders

[\[Dr. Inbody Email Signature Line, Master Plans, Employee Satisfaction Survey, Institutional Effectiveness Dashboard\]](#).

3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

The mission documents of NCCC are clear in identifying and supporting the nature, scope, and intended constituents of its higher education programs and services.

- Planning processes and documents are designed to link back to the mission documents. For example, the strategic planning group breaks into three sub-groups to focus on academics/students, community/external stakeholders and constituents, and employees/internal stakeholders and constituents.
- The program review process includes having areas to do a self-evaluation of how their program meets the mission of the College, which is then processed through peer review.
- In many of the career and technical education programs that require additional special external accreditation, the programs provide additional analysis and evidence of how they meet the institutional mission.
- When units process their budget requests, they are asked to identify how their request supports the institutional mission documents to reinforce alignment of resource allocation.
- The College provides a wide range of programs and services to support community needs. Many of these are not reflected in enrollment and credit hour statistics. Non-credit training, involvement with K-12 activities, and lifelong learning projects are among the other ways the College serves its stakeholders. Many groups use college facilities as needed at both the Chanute and Ottawa Campuses. Hundreds of young people and community residents use the Chanute Campus grounds regularly for soccer competition coordinated by the city's Recreations Commission. A list of activities is provided in criterion 3.E.
- NCCC responds to requests from other organizations, including other educational institutions, when the request fits the mission, vision, and purposes of NCCC. For example, two regional state universities have asked NCCC to teach developmental mathematics on the university campuses to enhanced student learning and accomplishment. NCCC provides this instructional service to the universities while ensuring that the project does not reduce resources needed for other college needs and priorities.

- NCCC is surrounded by other community colleges and their service areas in southeast Kansas (seven colleges in six counties including NCCC and Neosho County). Yet, NCCC is the lead partner working with most of the colleges in collaborative projects such as adult education.

[[Master Plans](#), [Program Review Guidelines](#), [CTE Programs with External Accreditation Requirements / Accreditation Reports](#), [Strategic Planning Committee Minutes](#), [Executive Committee Minutes](#), [Board of Trustees Minutes](#)].

1C. The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.

Over 20% of students enrolled at NCCC represent minority backgrounds. This is significant for a rural Great Plains community college. Almost two-thirds of NCCC's students are females. International students represent more than 10% of the college student population. These demographics help reinforce the obligation the College has to stress diversity through instruction and activities.

Student Demographic Data 2011-2012	
White	3055
Non-Resident Alien	425
Black or African American	219
Hispanic/Latino	118
American Indian or Alaska Native	56
Asian	53
Native Hawaiian or Other Pacific Islander	3
Unknown	3

Figure 18 Student Demographic Data

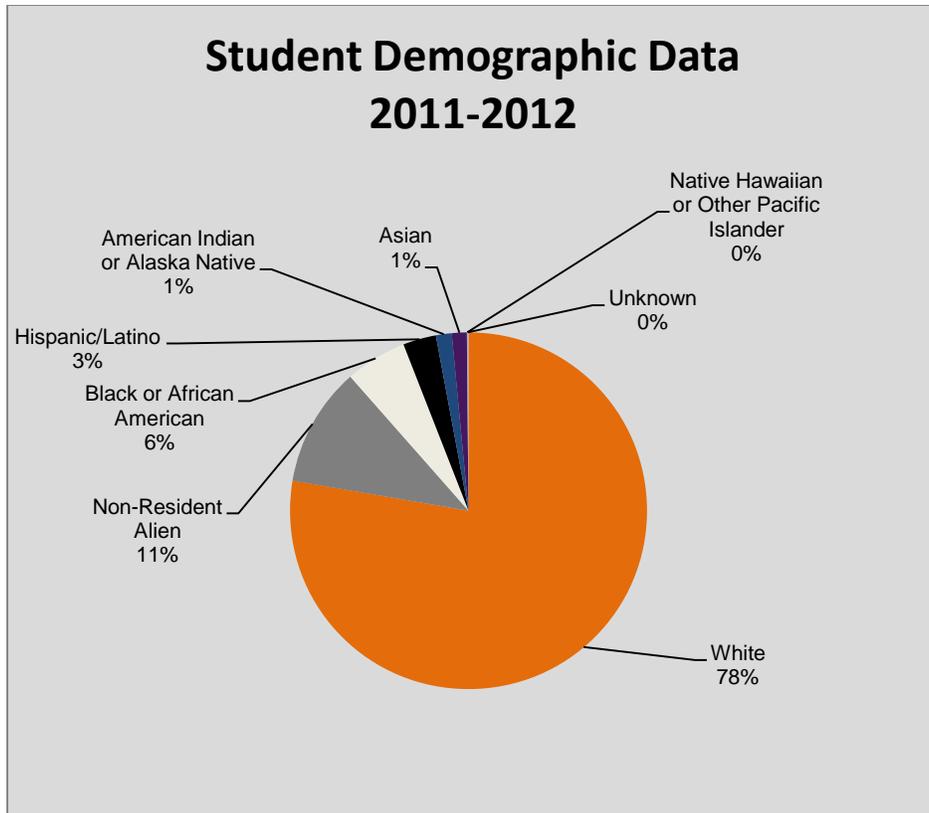


Figure 19 Student Demographic Data 2011-12

County Demographic Data 2010 Census Data

	Neosho County	Franklin County
White	95.0%	95.0%
Hispanic/Latino	3.0%	1.5%
Black or African American	1.0%	1.0%
American Indian or Alaska Native	1.0%	1.0%
Other		0.5%

Figure 20 County Demographic Data

[\[Neosho County Quick Facts from the U.S. Census Bureau, Franklin County Quick Facts from the U.S. Census Bureau\]](#).

Neosho County Community College provides opportunities for students, employees, and the communities we serve to realize the value of our multicultural society. Examples of evidence include the following:

- Work with international students, particularly at the Chanute Campus due to the residential status of these students. The international students often stay in the college housing or locally through collaboration with the Youth for Understanding (YFU) program. The Coordinator for International Students works with the students, their host families, and employees of the college for an annual dinner featuring food from the student cultures, with interaction concerning their cultural customs, national data, and discussion of educational goals. An International Club will begin at the Ottawa Campus in the fall of 2013. [[International Club Cultural Activities 2011-12](#)].
- Presentations by international students and employees with international experiences during [International Student Week](#) each fall. During an open session each day for a week, students share information about their native countries, cultures, politics/governmental system, and more with college students, employees, and members of the local community.
- The NCCC History Club takes students and staff on at least two trips per year to enhance understanding about our multicultural and diverse society. The group goes to Kansas City each fall to visit the WWI Memorial and other museums/points of interest in the Kansas City area. In 2012, the group also visited the Negro Leagues Baseball Museum. In the spring semester the group takes a week to visit a point of interest in the nation. In the spring of 2011, the group visited historic sites in South Carolina including Fort Sumter, the downtown area of Charleston including the slave and ghost tours, the Middleton Place and Boone Hall Plantations, the Gulla tour, and Fort Pulaski and Bonaventure Cemetery in Savannah. [[History Club reports](#)].
- The Art Club visits sites in Kansas City, such as the Nelson Art Gallery, and other venues to provide more exposure and awareness to students. [[Art Club reports](#)].
- The student-athletes of NCCC (Chanute Campus) perform hundreds of hours of community service projects annually. Examples of these activities in support of multiculturalism and diversity include: serving holiday dinners at area senior health care facilities, appearances in area communities' parades and special events, assisting persons with moving household items, working with area food banks, etc. [[NCCC Student-Athletes Community Service Report](#)].
- The College has met and surpassed nontraditional student entry and completion of programs of study (2P1) under the Perkins grant related to career and technology programs. [[Perkins Program Review](#)].

[See also: [Criterion Three](#)].

2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

The College publishes its Notice of Non-Discrimination statement with almost every publication, on the website, and is reinforced with employees during orientation sessions. The statement is:

Notice of Non-Discrimination: Neosho County Community College, in compliance with Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 503 and 504 of the Rehabilitation Act of 1973, Section 402 of the Readjustment Assistance Act of 1974, Americans with Disabilities Act of 1990, and other federal laws and regulations, does not discriminate on the basis of race, color, national origin, sex, age, religion, disabilities, marital status, or status as a veteran in any of its policies, practices, or procedures. This includes, but is not limited to, admissions, employment, financial aid, housing, and educational services. Any person having questions regarding the above is directed to the dean of student development, Title VI and IX and Section 504 coordinator, NCCC, 800 West 14th, Chanute, Kansas 66720, 620-431-2820 ext. 213.

NCCC also has evidence of meeting this obligation through audits of federal grants operated by the institution, including the Perkins IV funds which monitor for ADA and special populations services as well as for diversity impact. The [Perkins Program Review](#) submitted to the Kansas Board of Regents indicated that NCCC exceeded its target goal for nontraditional participation (5P1) and nontraditional completers (5P2). This is demonstrated usually by males in nursing and allied health programs.

YFU / International Program and International Student Club

As part of NCCC's commitment to programs and activities that reflect human diversity, the College has an International program which brings in students from all around the globe. International students attending KU and other colleges take classes part time on NCCC's Ottawa Campus. These students provide cultural diversity in the classroom and enhance classroom discussions. This program provides cultural diversity in the classroom and through-out campus. NCCC's International students manage and participate in the International Students Club. The ISC provides cultural insight to our current students by hosting many cultural learning activities on campus. This club is open to ALL students. These activities include:

- International Fashion Shows - International students display and model the traditional garments of their countries

- Individual country presentations by students - These highlight each student's nationality, popular music, food, type of government, well-known places and cities, etc.
- Volunteer work within the community - International students give back to our community (Artist Alley, Public Library, Pancake Feed)
- Annual International Dinner - provides an opportunity for guests to experience new culture through food

The ISC also takes its members off campus to participate in cultural activities of different origins. These activities have included:

- American Indian Pow-wows
- Asian festivals
- Trips to different cities throughout the U.S.
- Musicals, concerts, and family entertainment groups
- Annual camping and canoe trip

Lifetime Learning Program

Lifetime learning classes are free to individuals who reside in Neosho County and are over 62 years of age. Lifetime learners attending NCCC add diversity in terms of age and life experiences. Fall 2012 enrollment data submitted to the Kansas Board of Regents indicated that NCCC had one active student over the age of 90, 12 students age 80-88, 10 students age 70-77, and 8 students in their sixties. Much of the diversity element of NCCC is intergenerational.

- Lifetime learners also participate in free coffee mornings and have the opportunity to eat in the NCCC cafeteria with our traditional students for a discounted rate every Thursday during the academic school year.
- NCCC provides [classes for lifetime learners](#) in the areas of art, business, computer science, family and consumer science, English, health and physical education, history, music, and social science.
- A specific program example is the [Retired Senior Volunteer Program](#) (RSVP) which has been recognized as a National Finalist for the 2013 MetLife Foundation/Generations United Best Intergenerational Communities Award because of the interaction of the project with the community of Chanute. The RSVP program provides many activities that bring people of various ages and backgrounds together to share experiences and programs. Examples of the activities include:
 - [Take Me Out to the Ballgame](#): a project designed to promote all ages of community residents to attend an NCCC baseball game and participate in other activities (face painting, refreshments, running the bases, etc.),

- Valentine's Day: a project designed to assist residents of area senior living centers receive extra personal attention for make-up, etc., in honor of the day. The college volleyball team often makes this a special project of its members with one or more area senior residential care centers.
- [Grandparents Week Project](#): a project designed to bring high school students and older adults together during Grandparents Week to discuss and share knowledge about voting history, their experiences of voting and the importance of civic engagement through voting.

1D. The institution's mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.

Neosho County Community College fulfills this component in many ways. Evidence includes, but is not limited to, the following examples:

- The Board of Trustees Policy, Section VI, Miscellaneous Policies, Use of College Facilities, states that NCCC welcomes and encourages inquiries to use the college's facilities by faculty, staff, and local service area civic clubs, organizations, and groups. At the Chanute Campus, NCCC facilities are used regularly by the Rotary Club, Lions Club, Kiwanis Club, Neosho County Retired Teachers Organization, Retired Federal Employees Organization, Ministerial Alliance, Cub Scouts, Red Hat Club, Neosho County Extension Service, American Red Cross Blood Drive, Relay for Life, ACT and other Testing, events sponsored by the Chanute Recreation and Parks Commission, and more.
- The College provides office space and access to communications and office equipment to the Kansas Small Business Development Administration (in Rowland Hall on the Chanute Campus, the College actually pays a fee to have that center on campus), the RSVP grant project, and KansasWorks (Kansas Department of Labor). Other city, county, and state organizations have used facilities at either campus as needed.
- In many instances no fee is charged to a public or non-profit group to use the college facilities. Businesses are charged a fee that provides for use of utilities, custodial services, and security (if necessary).

- The College collaborates with many agencies and organizations in southeast Kansas to meet community needs by hosting workshops and meetings and by utilizing video conferences. These include, but are not limited to:
 - Kansas University Telemedicine appointments
 - Pittsburg State University Small Business Development Center
 - Kansas Department of Commerce
 - Kansas Department of Health & Environment
 - Kansas Department of Transportation
 - USDA Farm Services
 - Chanute Housing Authority
 - Chanute Chamber of Commerce
 - Tri Valley Affiliate meetings
 - Southeast Kansas Library
 - Institute for Positive Behavior Support
 - Kansas Department of Social & Rehabilitative Services
 - Chanute-USD 413
 - Kansas Board of Regents
 - Kansas Local Workforce Investment Board Region V

[See also: [Criterion Three](#)].

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.

Neosho County Community College is a public community college. The institution is governed by an elected Board of Trustees who must be legal residents of Neosho County. NCCC has no other parent organization or investor group. The primary purposes of the College are educational programs leading to a certificate/associate degree and community service in support of community and/or economic development. Evidence of the institution meeting this component includes the following examples:

- The first page of the [Board of Trustees Policy Handbook](#) starts with our vision and purpose statements. Immediately after the mission and vision statements, the college's purpose statements are listed. The first purpose statement addresses student learning, the second addresses student success, and the third purpose statement ensures student access. The fourth purpose statement deals with responsiveness to stakeholders and the fifth purpose statement deals with

meeting community needs. This shows that the first priority of the Board of Trustees is student learning.

- Goal A of the [Strategic Plan](#) is to ensure the opportunity for student success, satisfaction, and enrichment. Goal B is to ensure community success and Goal C is to ensure employee success. This demonstrates that the educational responsibilities of NCCC are the first goal of our planning. We plan first for student success. Allocations of new revenues are analyzed with the needs identified in the Strategic Plan.
- Neosho County Community College has five [Purpose Statements](#). The first purpose statement for NCCC is "Student learning through the meeting of students' needs, quality educational programs, and effective assessment processes. The second purpose statement is "Student success through providing personal attention, individualized advising, and the opportunity to meet personal goals. The third goal is "Ensuring access through affordability, flexible delivery and scheduling methods, responsive student services, and safe and comprehensive facilities. The fourth purpose is responsiveness to our stakeholders and the fifth purpose is meeting community needs. Neosho County Community College states that its first three main purposes are to provide for student learning, success, and access. The College also states that it has a responsibility to its stakeholders and to its community but this comes after the college's main purpose which is to educate our students.
- An analysis of how institutional fiscal resources are used also reinforces evidence of the College meeting this component. The following chart shows the allocation of resources for fiscal year 2012.

Allocation of Resources	% of Budget
Scholarships/awards	24%
Instruction	22%
Student services	17%
Institutional support	15%
Operations/maintenance	7%
Auxiliary enterprises	7%
Academic support	3%
Depreciation	3%
Debt service	2%

Figure 21 Allocation of Institutional Resources

[See also: [Criterion Two](#) and [Criterion Five](#)].

3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Neosho County Community College engages with its external constituencies and communities in many ways. Examples of fulfilling this component include:

- In 2010 the College worked with Wichita State University to obtain a [comprehensive study of NCCC from an external stakeholders' perspective](#). The findings from the study indicated external understanding and support for the value of NCCC, but also revealed some areas where NCCC could improve its image and standing with constituents. Issues related to taxpayer cost versus what they perceived as what they received were noted, with specific comments about more technical education, more community/lifelong learning courses and programs, and always seeking ways to increase access as primary needs. The findings from the report have been analyzed at several levels of the College, including inservice with all employees, strategic planning, and master plan revisions.
- In 2012 the College contracted with EMSI (Economic Modeling Services Inc.) to prepare an [economic impact study](#) (the company had prepared one study for a statewide perspective for the Kansas Community College Trustees Association). The report included the College economic impact compared with economic and social data for the counties affected by college programs and services: Neosho, Franklin, and Anderson. The report elements revealed a positive economic and social impact. The report findings have been used in presentations to employees, the trustees, and in area media outlets.
- In the spring semester of 2013, a position for [Assistant Dean of Outreach and Workforce Development](#) was created to be at the Ottawa Campus to serve Franklin, Anderson, and Douglas counties (a similar position was in place at the Chanute Campus). Dr. Tony Brown was selected for the position. He is a former member of the Kansas State House of Representatives.
- Participation of college employees, including administrative level staff, with events such as regional county fairs (Neosho, Anderson, and Franklin).
- Numerous high school homecoming, holiday, and special events parades in communities within the college service area.
- Recognition events at area high schools (with an emphasis on award ceremonies).
- Chamber of commerce events in our communities, and Safari Days in Chanute.
- Brenda Krumm, Dean of Outreach and Workforce Development, is the President of the Chanute Regional Development Authority for 2013.

- Dr. Brian Inbody, President of NCCC, is a member and active with several community agencies and boards throughout the service area, including Chambers of Commerce and economic development boards serving Chanute and Ottawa. He is also active with the Kansas Board of Regents and the Council of Presidents, the Kansas Association of Community College Trustees (and the national organization), in addition to other projects in the service region.
- Jim Genandt, Vice President for Student Learning, was one of 50 persons selected in a 17-county region of southeast Kansas for leadership training and engagement in enhancing economic development and health care under Project 17 which targets southeast Kansas for reducing poverty and economic imbalances. He also serves on the Chanute Human Relations Board.
- A [survey to employees about their community involvement](#) was completed in 2011:
 - 83% of respondents (69 of 83) indicated they belonged to a club, organization, church or civic group.
 - 72% indicated that they averaged more than 8 hours per month as a volunteer for some organization or project.

NCCC Analysis of Criterion One

Strengths:

- The mission, vision, and purposes statements were developed through an inclusive process of employees, students, and trustees.
- Employee survey responses have been consistent that the mission and vision of the College are appropriate and are being fulfilled.
- NCCC uses a comprehensive institutional effectiveness dashboard process that measures over 20 elements annually that connect back to the mission, vision, and purposes of the College.
- NCCC has a positive relationship with many businesses and industries, non-profit organizations, and government agencies by being a collaborator to leverage resources for services and programs that influence community and economic development
- NCCC is the coordinating institution for an adult education consortium that includes three other community colleges in southeast Kansas and the Ottawa public school district. This has become the second largest adult education program in the state.
- NCCC is recognized by the Kansas Board of Regents staff as a partner for innovation and piloting new initiatives.

- NCCC has been recognized by external organizations for quality in assessment of student learning, facilities planning and construction.
- The effectiveness of the NCCC developmental mathematics curriculum has resulted in two regional state universities inviting the College to provide the instruction at the universities campuses so that the university students can benefit from a stronger learning experience.
- NCCC is in good standing with external accreditation agencies related to professional career/technical education programs such as nursing, occupational therapy assistant, surgical technology, health information management, and business.
- NCCC uses a robust master planning process to link mission, vision, and purposes expectations with allocation of resources and decisions on advancing the institution.
- NCCC offers a higher percentage of diversity through its student population than is characteristic of the counties comprising its service region, which provides students, employees, and community residents with enhanced opportunities to appreciate and engage with diversity and multi-cultural experiences.
- The NCCC unit for Outreach and Workforce Development provides multiple points of contact and access for communities to interact for lifelong learning, training and education, grant collaboration, and career/technical education programs supporting community and economic development.
- Numerous civic/community organizations use NCCC facilities and personnel at both the Chanute and Ottawa Campuses to enhance community activities.
- More than 60% of the 2011-12 college fiscal resources were used to support student learning, student services, and instructional support.
- NCCC students transferring to Kansas public universities demonstrate strong academic performance, often equal to or exceeding the academic performance of native students to those institutions.

Weaknesses:

- Diversity/limited resources for foreign language instruction.
- Sustaining comprehensive external scanning.
- The current funding structure for higher education in Kansas constricts the College with only one county for a tax base, but a designated service area of 2.5 counties.
- Allocation and use of funds to ensure Neosho County tax funds are not used outside Neosho County while the institution serves other communities and areas.
- Meeting community and student needs through services and programs that are not performed through a credit hour structure, but being compensated largely by a credit hour method limits resources and capacity to meet needs.

- The perception of some students feeling disenfranchised through their experience in a rural community with little traditional diversity.

Opportunities:

- The College has a significant minority student population, including international students, so that more diversity and cultural awareness and engagement is possible, benefitting the College and the communities it serves through revived and new student activities and organizations.
- Enhancing awareness of distance learning (NCCC Online Campus) opportunities that expand access to students for retention and completion of programs of study, as well as extending options for meeting various learning styles.

Threats:

- Limitations on traditional public sources of support (state and federal funding, government grant opportunities, etc.).
- Communities in the College service area will also experience the limitations of public sources of support and look to the College for assistance and involvement.
- Increase in unfunded mandates (data and reporting, security and safety, etc.).
- The “blurring” of the Kansas Board of Regents as a coordinating agency for the Kansas community colleges vs. a governing agency.
- Changes to federal financial aid, particularly Pell grants and summer enrollment, as a detriment to retention and completion.
- Having NCCC remain progressive to respond to needs and opportunities (i.e., SB155 and Garnett USD) with limited resources.

Chapter 4

**Integrity:
Ethical and Responsible Conduct**



Neosho County Community College's
allocation of **RESOURCES**

and its processes for

EVALUATION and **PLANNING**

demonstrate its capacity to fulfill its

MISSION, improve the **QUALITY**

of its education, and respond to future challenges

and **OPPORTUNITIES**.

CHAPTER 4

CRITERION 2: INTEGRITY ETHICAL AND RESPONSIBLE CONDUCT

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

- 2A. The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows fair and ethical policies and processes for its governing board, administration, faculty, and staff.**

Evidence that the College meets and exceeds the standard for this core component is found in several ways including:

- audit reports (with no major findings),
- grant project reports (with no major findings),
- assisting auxiliary enterprises to integrate improved business practices which result in fiscal profit,
- taking actions to increase campus housing capacity (Chanute Campus) to both increase access for students and strengthen that component of the institutional budget,
- review of various institutional policy manuals,
- the annual employee survey,
- the fact that no formal grievance has been filed by staff employees in the last ten years.

The annual [Employee Satisfaction Survey](#) provides several items of evidence (using a scale of 1=strongly agree through 5=strongly disagree), showing the range of ratings during the last six years of the survey (2007-2013). Two of these specific questions regard the employees' confidence in the ability of the Board of Trustees to govern the institution and whether or not administrators demonstrate integrity in their daily work.

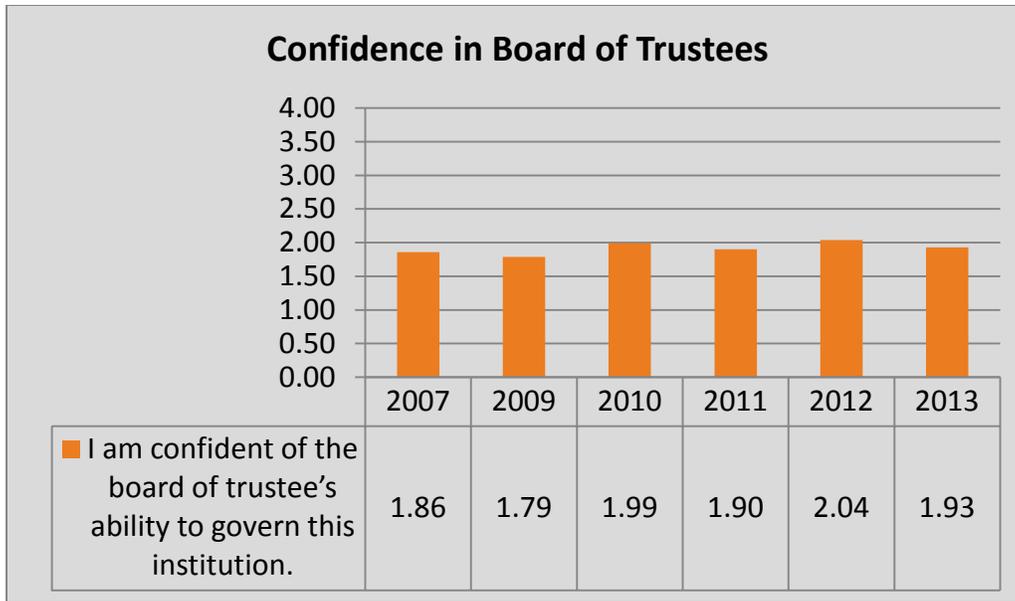


Figure 22 Employee Survey: Confidence in Governance

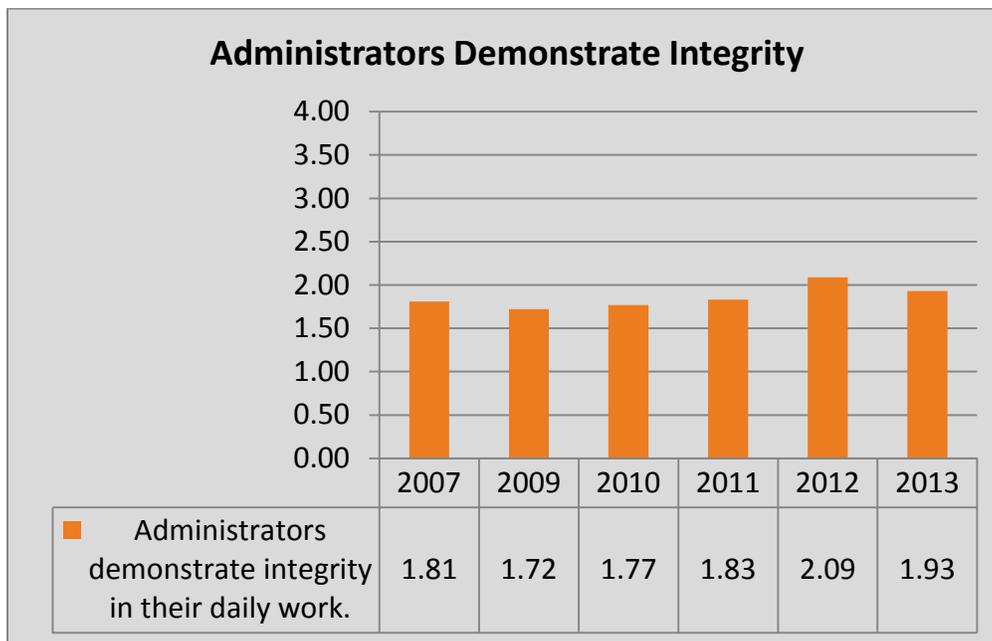


Figure 23 Employee Survey: Administrators and Integrity

Since 2010, the employee survey has also included specific items related to the purposes of the College. One of the purposes states: “Responsiveness to our stakeholders through open communication, ethical management of resources, accountability and the development of leaders.” Employee responses, on the same 1-5 scale as noted above, average as follows for specific components of the purpose:

Purpose: Responsiveness to our stakeholders through open communication, ethical management of resources, accountability and the development of leaders.				
	2010	2011	2012	2013
This purpose is appropriate.	1.62	1.77	1.72	1.69
The college is fulfilling this purpose.	1.95	1.98	2.03	1.92
The college provides ethical management of resources.	1.88	1.96	2.02	1.88
The college is accountable.	1.85	1.90	1.95	1.87

Figure 24 Employee Survey: Responsiveness to Stakeholders Summary

Neosho County Community College uses the combination of policies and procedures to safeguard the public trust concerning stewardship of resources, ethical decisions and actions, governance, and commitment to meeting its vision, mission, and purposes. Evidence examples include but are not limited to the following:

- The [Board of Trustees Policy Handbook](#) provides guidance on a comprehensive scale concerning operation of the institution and use of its resources:
 - The handbook delineates the roles and responsibilities of the trustees and their officers, fiscal control of the institution, employee policies, academic and student personnel policies, and miscellaneous policies.
 - The contents of the handbook are reviewed on a regular basis by the trustees with changes noted in board minutes and reviewed during employee inservice sessions and orientations. [[Board of Trustees Policy Revisions](#)].
 - The trustees engage in professional development through state and national conferences of the community college trustees associations, as well as interaction through and with the College President on current issues related to state, federal, and accreditation regulations and guidelines.
 - The Board of Trustees annually approves and publicly reads and signs the [ACCT Code of Ethics](#).

- Shared governance is practiced at NCCC:
 - The institution’s committee structure blends levels of employees to reinforce communication and collaboration.
 - Full-time faculty members are chairpersons or co-chairpersons of many committees.
 - The Faculty Senate is structured to ensure that faculty have a venue to discuss issues openly.
 - The President of the Faculty Senate is a member of the Executive Committee.
 - Professional development funds are allocated for faculty and staff.

[[Board of Trustees Policy Handbook](#), [Institutional Committee Memberships](#), [Faculty Senate Minutes](#), [Staff Professional Development Fund Data](#), [Faculty Professional Development Committee Minutes](#)].

- The collective bargaining agreement with the Professional Education Association (PEA) is another example of the institution meeting and exceeding the standard for this core component.
 - The relationship with the collective bargaining unit has been positive and professional, benefitting members of the association as well as the college as a whole.
 - The [Negotiated Agreement](#) includes topics related to the workload and calendar affecting the academic instructors, grievance process, professional development expectations, evaluation, and fringe benefit/leave policies.
 - The relationship between the collective bargaining unit and the institution's administrative representatives and the trustees has been effective and professional for both parties.
- Fiscal control and oversight is exercised with appropriate controls as provided for in the [Board of Trustees Policy Handbook](#), and in compliance with state, federal, and grant provider requirements. Among the required processes are monthly reports to the President and board members on revenues, expenditures, and encumbrances, and [annual audits](#). The Chief Financial Officer is a member of the senior administration and is significantly involved with key personnel for budgeting, processing purchases, and other items that permit the institution to complete its business. Evidence includes:
 - Evidence of good policy – clean audits from outside group
 - Grant audits that are successful with no major findings
 - The college CFO is a CPA – applies accounting principles to NCCC
 - College meets all GASB requirements
 - All checks require a live signature; no one can authorize spending without multiple approvals. With the exception of emergencies all expenditures are through the board.
 - Bid policies assure consistent and fair treatment of purchasing. Allowance is made to prefer local vendors if their bid is within a certain margin. We review service contracts at the board level including involvement of the college legal counsel and related professionals.
 - With several federal grants at the College we follow federal and state guidelines to ensure proper compliance with program regulations and fiscal accountability.
 - Nearly 100% of credit card purchases are audited.
 - Financial and ethical integrity are components of orientation training for all employees.

- Personnel functions that support the institution meeting and exceeding this core component include the [Board of Trustees Policy Handbook](#), the [collective bargaining unit agreement](#), and [Annual Employee Satisfaction Surveys](#).
 - The collective bargaining unit agreement details the negotiation process as well as faculty evaluation, professional development standards, absences, and other issues. The relationship between the board/administration and the professional employees group has been positive and productive, witnessed by a succession of successful negotiated agreements, support for PEA meetings as needed within the confines of institutional policy, and lack of external mediation. [[PEA Negotiated Agreements](#)].
 - The [Board of Trustees Policy Handbook](#) provides detailed information concerning the grievance process, as well as information for all employees related to the institutional stand against harassment in any form, and compliance with state and federal compliance issues such as equal employment opportunity, ADA, drug free workplace, the Cleary Act, and many others. Those issues that pertain to students are included in the [College Catalog](#) and [Student Handbook](#).
 - The [Annual Employee Satisfaction Surveys](#) provide consistent internal analysis of satisfaction and trust between employee units related to levels of performance and commitment to meeting the institutional mission, vision, and purposes, referenced earlier in [Criterion Two](#). In addition to the previously cited survey elements, the following elements and employee ratings further reinforce the institutional effectiveness in meeting this core component (ratings are 1=strongly agree to 5=strongly disagree):

Daily Work and Governance Items				
	2010	2011	2012	2013
I am familiar with the board policy which prohibits sexual harassment at work.	1.53	1.58	1.51	1.52
I am familiar with the board policy regarding student privacy (FERPA and Gramm-Leach-Bliley).	1.59	1.73	1.57	1.63
Generally speaking, I have confidence in the board of trustees of this college.	1.87	1.85	2.01	1.86
I am familiar with the board policy which prohibits sexual harassment at work.	1.53	1.58	1.51	1.52
Generally speaking, I have confidence in the administrators at this college.	1.82	1.85	2.12	1.95

Figure 25 Employee Survey: Daily Work and Governance Items

[\[Compiled Results of Employee Survey\]](#).

- Inservice topics since the Fall 2011 have included information and sessions designed to enhance constituent service from employees (both for internal and

external constituents). Data from subsequent CCSSE and Noel-Levitz surveys indicated a stronger student satisfaction with student services and college responsiveness.

- Employee survey results indicated stronger positive feelings about how the College supports students. In the January 2012 inservice the constituent service focus moved to internal relations, including supervisor training for those employees who had a supervisory role over other employees. This emphasis on customer service will continue to be reinforced. CCSSE data indicates student satisfaction with administrative personnel and their support for student needs (NCCC score of 5.55, compared to other small colleges average rating of 5.17, with 1=unfriendly/unsupportive to 7=friendly/supportive).
[\[Inservice materials, CCSSE data, Noel-Levitz data, Annual Employee Satisfaction Surveys, Supervisor Training Materials\]](#).
- The institution reinforced commitment to this component by creating and staffing a [position for Payroll / Accounts Payable Clerk](#) to reinforce staff effectiveness within Human Relations and Business Office functions. This change had two objectives related to this core component in reducing the risk of fraud and adding a process of double-checking accuracy and appropriateness of actions requested for institutional approval and action. The addition of the positions and greater oversight of processes did allow the institution to discover and appropriately handle an instance of fraud detection.
[\[Director of Human Resources Job Description, Payroll / Accounts Payable Clerk Job Description\]](#).
- The College also monitors internet usage of employees to guard against violations of the institution's and state's technology policies as well as to ensure employee productivity. Monitoring the compliance with the policy has resulted in disciplinary actions to students and employees (i.e., stopping piracy of digital products and digital file sharing) and has included employee termination.
[\[Sample Internet Usage Monitoring Report\]](#).
- The College has also revised its policy related to outside employment for employees where their position/role with NCCC is as their primary employer. Employment outside of NCCC requires consent of the President of the College on a semester basis. This policy change also reinforces the integrity of use of institutional resources, quality of effort for optimal performance, and to guard against possible competitor situations with employees.
[\[Board of Trustees Policy Handbook, Outside Employment Policy\]](#).

2B. The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Neosho County Community College makes every effort and continually seeks ways to enhance the image of the institution to students and the public. Common sources of information concerning the College that are readily accessible to students and the public include, but are not limited to:

- the college website [www.neosho.edu],
- the [College Catalog](#) (also accessible through the website),
- the [Student Handbook](#) (website accessible),
- agendas and minutes of [board meetings](#) (accessible through the website),
- news stories, marketing items, and interaction with the constituent groups. [[Media Examples](#)].

Accreditation relationships of the College are clearly displayed. Inside the cover of the catalog is a list of accreditation relationships and accreditation organization contact information. The [required designation of affiliation](#) with the Higher Learning Commission (with the HLC emblem) is posted on the college website page.

Senior administrators monitor their areas related to state, federal, and accreditation directives related to compliance and other policy matters that need to be readily accessible for students, employees, and the public. All of the following items, and other information, are presented to all new employees during their college employee orientation session. An example of such compliance and information reports includes, but is not limited to the following:

- privacy (including FERPA and Gramm-Leach-Bliley),
- disability access,
- refund/withdrawal policies,
- technology use and copyright infringement,
- crime/safety data,
- net price calculator,
- satisfactory academic progress.

[[Employee Orientation Agenda](#)].

The College has submitted all required [compliance items](#) per the requirements of the Higher Learning Commission with this self-study.

Admission requirements, information on the programs of study, and student services are all provided in the common publications and website. [College marketing](#) produced by the institution use images of the College and pictures of people are actual college employees, students, and community members. Specific cost information is part of the college website within e-cashier, as well as on the prospective student link. This includes breakdown of costs related to in-district, out-district, out-of-state, and international, housing costs, and additional fees as approved. A [college directory](#), accessible on the website, provides title and contact information for all employees as well as a list of the Board of Trustees and those selected as officers of the board. For students and employees, the [college portal](#) is also our learning management system platform for online learning.

A sample of the topics with the college website link includes:

- Privacy Rights of Students
 - [Privacy Policy](#)
 - [FERPA Policy](#)
 - [Gramm Leach Bliley Act](#)
 - [HIPPA Policy](#)
- Admissions Requirements
 - [Cost of Attendance Information](#)
 - [Admissions Checklist](#)
- [Student Handbook](#)
- [Board of Trustees Agendas and Minutes](#)
- [College Catalog](#)
- [HLC Affiliation](#)
- [Academic Policies](#)
- [Institutional Refund Policy](#)
- [College Housing Information](#)
- [College Directory Information](#)

2C. The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.

The NCCC trustees are legal residents of Neosho County and are elected on a rotating basis through an election process following state and county regulations. Evidence of institution meeting this core component include the published agendas and minutes of board meetings (both regular and special), board retreats, and reports by board members on their professional development training. At each regular meeting, the board receives reports on the institution's finances, a report from the President of the Faculty Senate, and a report from the College President. On a rotating basis, other administrators and employees provide reports to the board on various units as well as student/faculty/staff achievements and projects. Additional evidence includes the institutional effectiveness report to the board which measures a variety of data related to the purposes of the College, and the annual President's Goals (which is part of the President's contract and helps determine priorities for action and improvement for the institution). All college plans are presented to the board for review, discussion, and action.

[\[Board of Trustees Agendas and Minutes, Institutional Effectiveness Dashboard, President's Goals, Master Plans, Strategic Plan\]](#).

2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.

The Board of Trustees exercises appropriate and proactive efforts to meet this requirement.

- The schedule of Board meetings is made available on the college website and notice is sent to media organizations in the service area.
- Each meeting of the board provides time on the agenda for public comment.
- The trustees are legal residents of Neosho County, with one current trustee also serving as a councilperson for the city of Chanute and one serving as principal of Royster Middle School in the Chanute public school district. Other board members work in area education, business and industry. Their active engagement with their college duties as well as interaction through their careers and home activities helps reinforce attention to external constituencies concerns and needs.
- Each trustee receives an electronic packet of information prior to the board meetings. The information includes the reports to be covered during the meeting, financial reports, and other information related to the board's agenda items. Action items almost always are referenced to the Strategic Plan or other institutional plans to ensure that proposals for the trustees to consider do meet plans and are in alignment with the mission, vision, and purposes of the College.
- Board meetings generally last 2-3 hours, with at least half of the time devoted to reports to ensure the trustees receive information from administrators, faculty, staff, and students in addition to regular reports from the President and CFO.
- The College President provides regular communication updates to the trustees between board meetings (usually informational emails, etc.)
- Results of internal and/or external surveys are shared with the trustees to enhance transparency and to ensure a wide range of views is provided to them.
- Referring to criteria 1 and 5 and the college master planning process, the trustees review all master plans and act on them with full discussion on changes, need for changes, and other relevant information.
- Examples of the board oversight would include review and discussion of the college Facilities Master Plan and the Our Time schedule for major college renovation and construction projects.
- The trustees are presented with reports from college employees at each regular meeting, enabling them to receive a wide range of information and perspectives.
- Key issues such as state legislative action permitting guns on campus, property tax issues, and impact of the Affordable Care Act are other examples of the trustees receiving information and having discussion to provide consensus which guides the president in carrying out policy and process matters to the college community as a whole.

[[Board of Trustees Minutes](#), [Master Plans](#).]

3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties when such influence would not be in the best interest of the institution.

The Board of Trustees is an independent unit. With the involvement of all trustees in some form of annual professional development, the group has a clear understanding of its individual and collective roles and responsibilities, which are also outlined in the [Board of Trustees Policy Handbook](#).

- The trustee positions are open for any legal resident of the taxing district (Neosho County) to run for and the positions are provided on a staggered, rotating basis.
- The College's foundation is a legal separate organization from the College. One college trustee does sit as a member of the foundation board.
- The trustees review and reaffirm their commitment to the [ACCT ethical statement](#) on an annual basis also reinforces their independence.
- The trustees also participate actively with professional development including attendance at the national and state levels of organizations for community college trustees as well as board retreats where executive administrators present information and proposals on emerging issues, governmental actions, and strategic proposals. The trustees' meetings are regulated by the Kansas Open Meeting Act.
- An example of the trustees' ethical commitment being evident is during discussion of a tax sheltered annuity project. A community member involved in the project was the child of one of the trustees. That trustee took action to be recused from the topic and the vote.

4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

The President is designated by the Board to be the chief administrator for the institution, and is the Board's only employee.

- Within the President's contract are restrictions on the board members from individual contact with other college employees. The exact clause states that: "The Board acknowledges that the President is the conduit through which all the internal constituencies of the College shall communicate with the Board and through whom the Board shall communicate to those internal constituencies."
- Trustees do not serve on any college committees and the Board meeting minutes will reflect the independence of the faculty in acting on academic matters.

- The Board of Trustees is a policy board, not a board of control, per their [ACCT Code of Ethics](#) and the definition of their duties in the Board of Trustees Policy Handbook.
- Faculty lead most committees, particularly those with direct academic responsibility such as the Curriculum Committee and Assessment and Program Review Committee.
- The College President provides regular updates to the trustees as well as a comprehensive report at each board meeting.
- The President provides a summary of each board meeting to all employees at the conclusion of the trustees' meeting through email.

[[Board of Trustees Policy Handbook](#), [Board of Trustees Minutes](#), [Institutional Committee Memberships](#), [Institutional Committee Charges](#), [Curriculum Committee Minutes](#), [Assessment and Program Review Committee Minutes](#)].

2D. The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

Neosho County Community College meets this core component. Evidence includes the following:

- The [Board of Trustees Policy Handbook](#) includes a section on [Academic Freedom](#) which includes the statement on academic freedom as published by the American Association of University Professors.
- A statement on the employee survey is: "The college supports freedom of inquiry by faculty." Response ranges went from 1-Strongly agree to 5-Strongly disagree, 2 indicates agree.

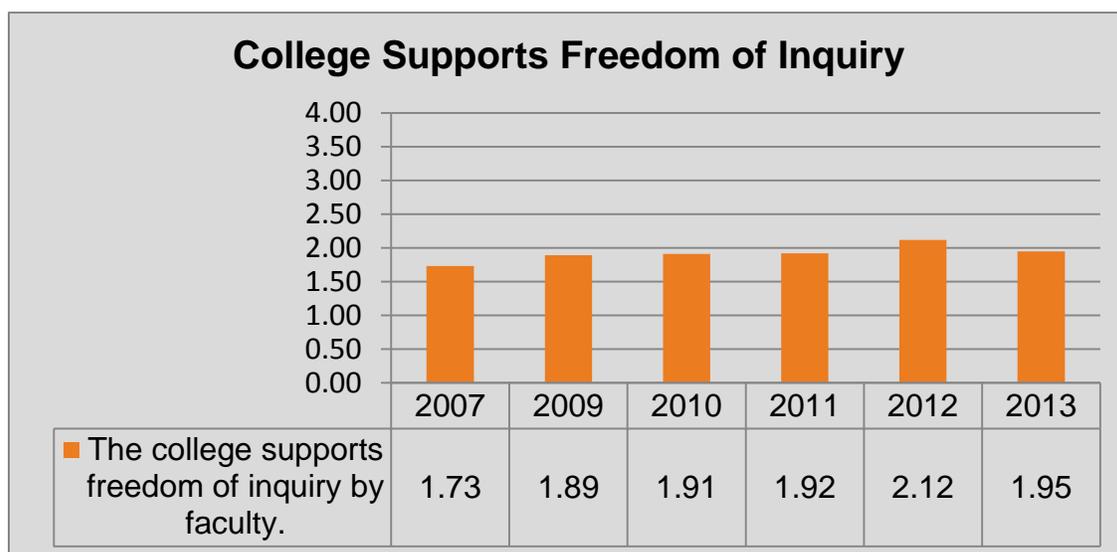


Figure 26 Employee Survey: College Supports Freedom of Inquiry

- Each course has a master syllabus to provide standard information to reinforce rigor. Instructors may develop a syllabus supplement in addition to the syllabus related to their grading process and policies and other course guidelines desired by the instructor for the student learning experience. [[Master Syllabus Template](#), [Syllabus Supplement Template](#)].
- Brad Wilkinson, full-time faculty member in art, with more than 20 years of experience at NCCC, reinforces evidence of the commitment with this remark: “The discipline of art, as you are probably aware, can sometimes display works that could be considered an affront to the sensibilities of some viewers. That being said, in the art courses, I don’t censor a student’s creative idea. The students seem to understand that controversial subjects or overtly sexual subjects might be “over the top,” if you will, at the community college level...If a student asks if a certain subject is permissible, I inform them of the “community standards” designation and generally leave it up to them as to how they want to proceed. I’ve only had that discussion probably once or twice in nearly 35 semesters of creative production at Neosho County Community College. In the required Intro to Visual Arts notebook, students are free to include what they want.”
- No student has ever grieved about opportunities for studying.
- Instructors do not censor original thought and many encourage students to develop their perspectives.
- College performances, such as theater, set their own schedule of shows, and communicate to the public as to the maturity level of each show.
- Changes to firewall settings were approved to allow broader internet searches based on student petition.
- Classes focusing on human cultural diversity satisfy social science, arts, and humanities distribution requirements for the Associate of Arts, Associate of Science and Associate of General Studies degrees offered by NCCC. These classes include [World Geography](#), [Introduction to Cultural Anthropology](#), [Human Sexuality](#), [Social Problems](#), [World Religions](#), [World Civilizations I](#), [World Civilizations II](#), and [Eastern Civilizations](#). In addition, general survey courses such as [General Psychology](#) and [Introduction to Sociology](#), integrate diversity into course content.
- In October of 2012, the Ottawa Chapter of Phi Theta Kappa helped the Franklin County Historical Society with an event exploring Native American culture and Indian Removal. Various Indian nations who had been removed to and from the Ottawa area were invited back to set up informational booths and collect and exchange photos, documents and other historical evidence. The event included lectures, Native American dancing, and Native American cuisine.
- World Religions classes encourage students to explore other faith traditions with an open mind. As part of a [class project](#), students are given the option of attending a service from a faith tradition that is not their own and writing about the experience.

2E. The institution ensures that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.

Neosho County Community College is a two-year college, emphasizing preparation for transfer to a senior institution for continued work toward a baccalaureate degree and/or occupational training for entering the workforce. Research and scholarly practice are not emphasized to the degree that might be considered for a senior college or university. At the same time, NCCC promotes instruction and training which reinforces inquiry and discovery through credible practices:

- Instructors and staff who seek professional development resources must use an institutional process that detail the reason for the request, the relationship to the person's professional development needs, and a review of the completion of the action (if approved) including accountability of resources used. The Faculty Professional Development Committee decisions guide the approval process for faculty. Staff development requests include supervisor review and approval.

[\[Faculty Professional Development Policy from Negotiated Agreement, Staff Professional Development Fund Policy from Board of Trustees Policy Handbook\]](#).

- All employees and students are made aware of and signify they understand and will comply with the institution's [fair use policy](#) related to use of the Internet and campus technology.
- The institution's [academic honesty policy](#) is noted in each course master syllabus. The policy is detailed in the [College Catalog](#) and [Student Handbook](#).
- College library staff provides workshops on request as well as individual student/employee assistance related to research practices that meet the academic honesty requirements.
- Instructors have a range of sanctions at their disposal if a violation of academic honesty is discovered (from a warning to awarding the student a grade of XF for the course and students cannot withdraw from a course if such a grade has been assigned). Students may immediately appeal to the College's Vice President for Student Learning if they believe the allegation is not valid. During the 2011-12 academic year, there were 85 violations of academic integrity filed by instructors.

- [Copyright awareness](#) is provided to instructors, library staff, and other personnel (copy center staff) to ensure the College is in compliance and exercised fair use standards appropriately.
- Students must log in to access online components of any course. Instructors have access to the capacity to develop pools of questions, random question generation, time-on-task data, and lockdown browser actions to reinforce academic integrity. Students can arrange for proctoring services through either an external unit (such as ProctorU) or arrangements with approved staff/units of the College. [[Proctor Request Form](#)].
- Students in [English Composition II](#) complete an assignment focusing on a research paper, and have specific instruction and guidance given to processes for research and use of information. Library staff assists the instructors with reinforcement of the policies and offer appropriate support and guidance to teach how to apply practices of research that meet ethical and integrity requirements.
- Instructors teaching math may use enhanced WebAssign which requires a student login to do homework. The program assigns similar, but not identical problems, to the students to reduce incidents of academic dishonesty. [[Example of Problem for Two Students](#)].
- All instructors have access to Turnitin to monitor authorship of student work.

2. Students are offered guidance in the ethical use of information resources.

- First-time full-time students are required to take the [First Year Seminar](#) course (PSYC 100). This course includes providing students with information about the institution's academic honesty policy and its sanctions, where students can get assistance to help them use information appropriately, and to reinforce the students' understanding of their academic responsibilities.
- Students who have receive a grade of XF can have the X removed only after successfully completing a course in ethics (two courses are available, a [1-credit hour course](#) specifically for this situation, and a [3-credit hour humanities course](#) in ethics).
- Students who complete the NC105 Orientation to InsideNC receive information on academic honesty and online etiquette.
- Library staff offers assistance and workshops on copyright and fair use doctrine, as well as effective use of resources (print and digital) for gathering information.

3. The institution has and enforces policies on academic honesty and integrity.

- The [College Catalog](#) and [Student Handbook](#) provide detailed information on the college policies and sanctions related to [academic honesty and integrity](#). This policy is referenced in every course master syllabus. [[Master Course Syllabus Template](#)].
- The academic honesty policies are discussed as part of the curriculum in every [First Year Seminar](#) course which is required for all first-time full-time students. (PSYC 100 syllabus)
- The Dean of Students alerts students concerning their violation of academic honesty after instructors notify the Dean concerning the violation and their sanction. The Dean's notification is copied to the student, the instructor, and the Vice President for Student Learning.
- If the sanction is a grade of XF, the Registrar's office is also immediately notified. Students may appeal a violation of academic honesty to the Vice President for Student Learning. [[College Catalog](#), [Student Handbook](#), [Academic Honesty Violations Logs](#)].
- Repeat academic honesty violations are monitored as the college policy provides for the option of expulsion from the College. These records are maintained by the Dean of Students.
- Students performing academic work through the learning management system for online and hybrid courses use a system that is password protected. Data related to use of the system is monitored to reinforce appropriate attention to integrity of the student academic experience. The Higher Learning Commission approved the distance learning change request for NCCC supporting online certificates and degrees in January 2013. [[NCCC Distance Learning Change Request](#), [HLC Panel Action Letter](#)].
- All instructors have access to Turnitin for assistance in monitoring plagiarism.

NCCC Analysis of Criterion Two

Strengths:

- Annual audit reports of the College, and NCCC responses to address recommendations (i.e., steps to reduce occurrences of fraud, error, etc.).
- Almost all credit card transactions of the College are audited.
- The Chief Financial Officer (a CPA) provides financial updates to the trustees at each meeting, and the College meets all GASB requirements.
- Employee survey responses are consistently in the agree/strongly agree category related to their perspective of trustees/administrators acting ethically

and with integrity, and that the College is accountable in use of resources and provides ethical management of resources.

- Policies have been developed, approved, and monitored by the Board related to fiscal control and use of resources. The policies are reviewed and revised (as necessary) on a regular basis.
- Policy and procedure information has been made web accessible.
- The Board of Trustees engages in professional development on an annual basis and publicly re-state and affirm their commitment to the ACCT Code of Ethics annually.
- The Faculty Senate is structured to provide for open discussion of issues and ideas, and the President of the Faculty Senate is a member of the Executive Committee of the College and also gives reports on faculty items at each Board meeting.
- The trustees and senior administration have a positive working relationship with the professional employees association, with no mediation sessions having been necessary for the past 10 years.
- The college HLC financial ratio is at an acceptable level within one year of the construction of the Ottawa Campus facility and other capital improvement projects for the College.
- The College has met its requirements for reserve funds, and for providing for annual fiscal resources for deferred maintenance needs.
- Financial and ethical integrity is part of every orientation session for new employees.
- Board policy mandates that all employees receive updated sexual harassment training at least every three years. The annual employee survey responses indicate a very strong level of understanding this institutional policy.
- Employee survey responses also indicate a strong level of understanding board policy related to FERPA and Gramm-Leach-Bliley.
- Employee survey responses to the item that the College supports freedom of inquiry by faculty receives strong ratings (in the agree/strongly agree categories).
- The institution regularly monitors items such as Internet usage, reimbursement requests, and credit card transactions to ensure ethical use of college/state resources.
- Student privacy rights, admission requirements, costs of attendance, and related items are accessible via the college website and other publications.
- There have been no formal employee grievances in the past ten years.

Weaknesses:

- Enhancing awareness of diversity of the college community and engaging that diversity as a learning experience and interaction with the communities we serve.

- Enhanced training of faculty and adjunct instructors on policies, with an emphasis on academic honesty (similar to the process the College has used with sexual harassment).
- Minor findings in audits (but college responses have been prompt and effective, no minor findings have been repeated).

Opportunities:

- Developing and/or enhancing mentoring projects to assist new employees, adjunct instructors, etc., with policies, procedures, and assessment.
- Extend the number of faculty and staff who complete diversity awareness and appreciation professional development, and monitor follow-up projects and activities provided to the College and communities which enhance the value of diversity.
- Electronic funds transfer and other projects to reduce the use of paper, increase speed of transactions, and enhance accountability and transparency of the College as a steward of its resources.

Threats:

- Potential changes and/or delay of the reauthorization of the Higher Education Act.
- Unfunded mandates/processes (i.e., TB testing and monitoring/documenting student inactivity, allowing firearms on campus).
- Role of the Kansas Board of Regents as a coordinating agency and provider of limited funding vs. control issues of performance.
- Balancing act between several levels of government and agency oversight (federal, state, regional, local, accrediting) with their separate, uncoordinated, and often dissimilar demands for data and policy compliance (i.e., state authorization for distance learning courses and programs, reporting on employment of students, etc.).

Chapter 5

Teaching & Learning:
Quality, Resources & Support



Neosho County Community College
provides evidence of

STUDENT LEARNING
and **TEACHING EFFECTIVENESS**

that demonstrates it is fulfilling its
educational **MISSION.**

CHAPTER 5

CRITERION 3: TEACHING AND LEARNING QUALITY, RESOURCES & SUPPORT

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

3A. The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.

Neosho County Community College is approved by the Kansas Board of Regents to grant the Associate of Science, Associate of Arts, Associate of General Studies, and Associate of Applied Science degrees, and several certificates that are part of the career and technical education component of the Student Learning Division. Students must complete a minimum of 64 credit hours to earn an associate degree; those credit hours come from courses designated to meet the requirements of the degree and specific program of study. Students must also complete the degree requirements with a minimum cumulative grade point average of 2.0 (4.0 scale). [[College Catalog](#), [Kansas Board of Regents](#)].

Kansas Board of Regents is considering requiring degree hours be lowered to 60 credit hours.

Neosho County Community College uses several avenues to meet this core component:

- The college Curriculum Committee, chaired by full-time faculty, provides faculty-driven oversight of the academic courses and programs of study. Working with

academic administrators, the committee meets its responsibilities for institutional, state, and accreditation agency requirements and guidelines. Among the items the Curriculum Committee reviews related to courses and programs of study are: course title, prefix, and number; credit value (with lecture/lab or other designation), course description and pre/co-requisites, and learning outcomes for assessment. The assessment elements can include but are not limited to those outcomes agreed to state wide in many general education courses and in career courses outcomes often are part of other accreditation requirements and/or outcomes aligned through the Kansas Board of Regents. [[Minutes of Curriculum Committee](#), [curricular change requests](#), [KBOR website with links to Core Outcomes and the Core Transfer Project](#), [Technical Education Authority and program alignment for CTE](#)].

- Each course has specific assessment outcomes identified with the course syllabus. Course syllabi are accessible [online](#) for instructors and students. These outcomes form one layer of the institution's comprehensive assessment of student learning. The outcomes, and an explanation of assessment, are identified in a section of the course syllabus. At the end of each term in which a course is offered, each instructor of that course completes a report about the outcomes, student performance, and comments about what the instructor noticed, tried, seeks to try, etc., to strengthen and enhance the student learning experience. Each formal program of study also has program level outcomes. These are reviewed annually by faculty involved with the program of study. Together, the course and program level outcomes analysis is also used as part of the rotation for program review. [[Assessment of Student Learning Data](#) including Program Level and General Education Assessment Information].
- Program reviews are used on a [rotating basis](#) for all formal programs of study. The review includes an analysis of enrollment, student performance, assessment of course and program level outcomes, personnel and fiscal resources, and recommendations for future direction, needs, and value of the program. The faculty who have direct responsibility for the program area develop the review proposal. They are able to call on other employees for support related to statistics, budget data, and other needs. There is a formal Assessment and Program Review Committee which includes representatives of faculty, administration, and staff to review and provide assistance with the analysis of strengths, weaknesses, opportunities, and threats (SWOT) for the program. The program SWOT analyses are summarized in the [Educational Master Plan](#).
- Evidence of the courses and programs having appropriate content and that students are learning the content is seen in student performance in the following areas:

- Completion rate for students in developmental education at NCCC (math, reading, writing). An analysis of developmental pass rate compared to college level pass rate for related courses provides one effectiveness assessment:
 - College data concerning the effectiveness of developmental education indicates that those students completing [Intermediate Algebra](#) have a success rate of 70% in completing [College Algebra](#) (with a grade of C or higher). [[Developmental Mathematics Analysis Report 2013](#)].
 - The data analysis for English indicates that those students completing [Pre-Composition](#) have a success rate of over 60% for completing [English Composition I](#). [[Developmental English Analysis Report 2013](#)].
 - Students who entered the College with a college-level reading deficiency and who completed remedial reading classes ([Reading Proficiency II](#) and [Reading in the Disciplines](#)) with NCCC have a greater than 50% pass rate in two identified reading intensive general education courses ([General Psychology](#) and [Introduction to Sociology](#)) as one method used to gauge effectiveness. [[Developmental Reading \(PSYC155\) Analysis Report 2013](#), [Developmental Reading \(SOSC100\) Analysis Report 2013](#)].
- NCCC received data from public universities in the state related to the performance of transfer students. The data is reported with a lag time of 12-18 months. Generally, NCCC students perform as well or better than students who started at the public institutions, and the NCCC students are quite competitive with other community college transfer students. There are 19 community colleges in the state. The state universities are: Emporia State University (ESU), Ft. Hays State University (FHSU), Kansas State University (KSU), Pittsburg State University (PSU), the University of Kansas (KU), Washburn University (a public university supported by Topeka), and Wichita State University (WSU).

Institution	GPA Rank	% Passed Rank
ESU	2	2
FHSU	18	10
KSU	3	8
PSU	2	5
KU	12	16
Washburn	13	3
WSU	3	5

Figure 27 Data on NC Transfer Students

- Neosho County transfer students had a higher GPA than the “native” students at Pittsburg State University, Emporia State University and Washburn University.
- More transfer data is available in the [President’s Board Report from February 14, 2013](#).
- Performance of students in career and technical education programs and their pass rates for their licensure/certification exams is another indicator of quality. The most recent complete data for nursing indicates a pass rate of 82% (2010-11) and 88% (2011-12) for the RN level, and 98% (2010-11) and 97% (2011-12) at the PN level.
- The success of the project and quality of NCCC programs in this area is evidenced by the pass rates for the external licensure/certification:

Program	10-11 pass rate	11-12 pass rate
Health Info Tech	NA	100%
Healthcare Coding	NA	100%
Medical Assistant	100%	100%
Phlebotomy	NA	100%
Nurse Aide	97%	94%
Medication Aide	94%	99%
Home Health Aide	NA	100%
EMT I*	50%	57%
EMT II	100	100
Energy Management	NA	100%
Energy Auditing	70%	75%
Aerostructures	NA	100%
Welding—OSHA 10	93%	94%
Welding—AWS	75%	82%
Construction Technology	100%	100%

Figure 28 CTE Program Pass Rates

*EMT I experienced a lower pass rate due to the College having a source for funding students which reduced student commitment using their own resources. This process was revised in 11-12, and has had further change since then.

- The College has administered a [U.S. Department of Labor Community-Based Job Training Grant](#) to provide career education to hundreds of eligible individuals for the past five years, with an emphasis on certified

nursing assistant (CNA) training due to need for trained health care workers, as well as the ability of participants to use that program as a step to build on with certified medical assistant, and other options, including nursing.

- External accreditation of career and technical education programs: business, nursing, allied health, industrial technology provides further evidence of the appropriate content, quality, and standards of the certificate and degree programs. The College has current accreditation approvals from: Commission on Accreditation for Health Informatics and Information Management Education, the Accreditation Council for Business Schools and Programs, the National League for Nursing Accrediting Commission, Inc., the Kansas State Board of Nursing, the Commission on Accreditation of Allied Health Education Programs, and the Accreditation Council for Occupational Therapy Education.
- Local Advisory committees for CTE programs provide another level of review and input to ensure the skills and abilities taught in the programs match what is expected in the world of work. One example of NCCC's success is from the Site Operations Manager of Spirit AeroSystems, Inc., a local new manufacturer in Chanute. NCCC was a major player working with the Chanute Chamber of Commerce, Chanute Regional Development Authority, the Kansas State Department of Commerce, and the Kansas Board of Regents to win Spirit's plant expansion to Chanute (and keeping the expansion in Kansas). Spirit AeroSystems is a major aerospace corporation located in Wichita. NCCC provides customized training to persons who desire to work at the local site. There are 18 full-time workers at the site, which did not start operations until January 2012. The Site Operations Manager, Tommy Mount, stated that the company was very pleased with the training results and employee performance. He noted: "The graduating students that we have hired come to work with a great attitude, understand the importance of keeping the factory clean and organized as well as possessing the basic skills to perform their work. Your team has done an excellent job on the sealer certification training as well; I appreciate your continued willingness to work around our ever changing schedule." [[Email to Brenda Krumm, Dean of Outreach and Workforce Development, 4-25-2013](#)].
- The Kansas Board of Regents uses the Technical Education Authority (TEA) to align CTE curricula across the state. The college's CTE courses, course length, and program length are controlled by the state curricular alignment system. [[Example of Board of Trustees Approving Program Alignment Changes Due to TEA CTE Alignment](#)]

- Faculty input is provided in several ways, including involvement with curriculum alignment for CTE programs through the TEA, with core outcomes for the core transfer courses under the guidance of the state Regents, through their professional development in their area of expertise, and through their interaction with colleagues in higher education, connections to secondary education, business, and industry.
- Articulation agreements (both secondary and post-secondary) provide linkages assisting students to make progress with their post-secondary education goals. NCCC has an appropriate blend of agreements. These are reviewed regularly, with all agreements monitored for revisions and being appropriate to renew the affiliation at least every two years. A list of current (May 2013) agreements are:

Neosho County Community College Articulation Agreements			
<u>Secondary</u>	Private Colleges	For-Profit College/ Universities	Public Colleges/ Universities
Anderson County	Baker University	American Public University	Allen Community College
Baldwin City	Central Christian College	National American University	Cowley County Community College
Baxter	Friends University	University of Phoenix	Emporia State University
Central Heights	Mid-America Nazarene University		Ft. Hays State University
Chanute	Newman University		Kansas State University
Cherryvale	Ottawa University		KSU at Salina
Erie	Southwestern College		Pittsburg State University
Humboldt	Sterling College		University of Kansas
Jayhawk Linn			Washburn University
Ottawa			Wichita State University
Parsons			
Saint Paul			
Wellsville			
West Franklin			

Figure 29 Articulation Agreements

- General education and transfer courses have two approaches to assure proper content and rigor. The Kansas Board of Regents initiated a core transfer project in the Spring of 2012 that identifies more than 15 courses that are transferable between community colleges and public universities. These courses have had core outcomes identified to be part of the courses at any level. The Regents monitor the transferability of the courses and maintain a [website](#) of the project and courses. The second

approach is through [core outcomes meetings](#) that bring in community college and university teachers from all public institutions in the state. The meetings are held on at least a rotational basis so that discussion can be held and consensus developed on essential core outcomes on other transfer and general education courses. Institutions then use individual articulation agreements to promote transfer. A weakness of the current Kansas system is that senior institutions do not have to accept the associate of arts or science degree in total for transfer. This is an issue related to completion that directly impacts community colleges in a less than positive manner. The state institutions are taking steps related to reverse transfer agreements, but acceptance of the complete associate of arts and/or science degree would be a better solution for students. NCCC faculty are active participants at both levels of the general education/transfer approaches used with the state. [[Example of Board of Trustees Approving Course Inventory Changes Due to Core Outcomes Alignment](#)]

Recent Curriculum Updates		
	2011-2012	2012-2013
New Courses	8	12
Name, Prefix and/or Credit Hour Updates	15	12
Program Sheet Updates	1	3
Program Name Update	1	0
Course Learning Outcome Updates	32 [2011 , 2012]	66 [2012 , 2013]

Figure 30 Summary of Curriculum Changes 2011-2013

2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.

NCCC developed and implemented a very comprehensive assessment of student learning process, with learning outcomes established and assessed at the course, program, and general education levels. The [program assessment matrix forms](#) list the program level outcomes and these are also articulated in the published [College Catalog](#). In addition, many recently updated syllabi have had the general education outcomes included.

- Each individual course at the College has defined learning outcomes, which are assessed per section of each course at the end of the academic term for which it has been scheduled.
- [Program level outcomes](#) have also been identified for all academic programs.
- [General education learning outcomes](#) are separate from course and program level, and specific courses have been identified to give regular feedback related to general education outcomes.
- The Coordinator of Assessment (who is also a full-time faculty member) works with the Coordinator of Institutional Research and Reporting to develop [assessment reports](#) on a semi-annual basis.
- Almost every inservice for the past four years has included sessions specific for faculty on assessment improvement and adjunct instructors also receive orientation about the NCCC assessment process. [[Inservice Agendas](#)].
- Each course has specific assessment outcomes identified with the [course syllabus](#). These outcomes form one layer of the institution's comprehensive assessment of student learning. The outcomes, and an explanation of assessment, are identified in a section of the course syllabus.
- At the end of each term in which a course is offered, each instructor of that course completes a report about the outcomes, student performance, and comments about what the instructor noticed, tried, seeks to try, etc., to strengthen and enhance the student learning experience. [[Sample Course Outcomes Assessment Report](#)].
- Each formal program of study also has [program level assessment reports](#). These are reviewed annually by faculty involved with the program of study. Both the course and program level outcomes analysis are used as part of the rotation for program review.

The general education curriculum is aligned with the first two years of baccalaureate degree programs common in the state. The general education curriculum has been strengthened due to [individual articulation and transfer agreements with state and private colleges and universities](#) and from a [Kansas Board of Regents transfer articulation initiative](#) approved in 2012. Faculty from the state community colleges and universities meet annually to review core outcomes of general education courses to further enhance common course learning objectives and transferability.

[Certificate programs](#) are also carefully developed and evaluated to ensure that state standards and external accreditation needs are being met, where applicable. Students must complete the proscribed courses with a minimum cumulative grade point average of 2.0. Students must complete at least 50% of the courses/credit hour requirements for a certificate from the College. Assessment of the courses and programs in the career

and technical education component, which includes the certificate programs, is based on alignment with state business/industry standards as well as external/third-party licensure or certificate requirements [[External Accreditation Information](#)]. The Kansas Board of Regents, through their Technical Education Authority (TEA), provides monitoring of CTE programs and mandates curriculum alignment to meet external needs, for example, the Practical Nursing program alignment was updated in 2007. In addition, the CTE programs are subject to external accreditation (where appropriate) and expectations to meet external licensure/certification [[TEA CTE Curriculum Alignment Information](#), [TEA CTE Program Alignment Information](#), [Practical Nursing Program Alignment](#)].

For courses that are not included in the core transfer and are not CTE, the outcomes are created by faculty, approved through discipline and department meetings. These may be updated annually through end-of-year meetings. [Advisory committees](#) provide input in the CTE program areas.

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).

The Vice President for Student Learning, working with the administrators within the Student Learning Division and the faculty of the institution, take specific steps to satisfy this component:

- [Master course syllabi](#) are approved through faculty oversight and administrative review (to ensure meeting common standards and state reporting requirements). The syllabi include identification of learning outcomes applicable to the course no matter the delivery method, target audience, instructor, or other arrangements for offering the course. The college's assessment of student learning process includes having all instructors for a course respond to the learning outcomes at the end of the term. Those assessment reports are used in program-level assessment analyses and program review reports. Changes to the outcomes cannot be made without review and approval by the Coordinator of Assessment, Curriculum Committee, and academic administration oversight. [[Program Review Information](#), [Curricular Change Request Form](#)].
- Evaluations of courses and instructors are consistently carried out per the evaluation policy per the Board of Trustees Policy Handbook, and collective bargaining agreement with the professional education association of the College.

Evaluations are completed by the academic administrator who is the direct supervisor for the instructor and reviewed by the Vice President for Student Learning. The evaluation process follows policy which is divided into three instructor levels: full-time faculty with tenure, full-time faculty without tenure, and adjunct instructors.

- The first part of the evaluation is completed using Form A Evaluation Check List. Each faculty member completes a Self Evaluation and the faculty member's direct supervisor completes a copy, as well. Form A includes questions related to classroom instruction and course materials, professional growth, student support and institutional support.
- A second component of the evaluation process includes observations by the direct supervisor. Supervisors use the appropriate form for the evaluation: Form D Online or Hybrid Course Evaluation and Form C Video or Classroom Evaluation for face-to-face courses.
- Students in both face-to-face and online courses have the opportunity to complete a student rating form. Students in online courses are provided with an electronic version of the student rating form which includes specific questions about the online environment that do not apply to a face-to-face class.

[\[Professional Employee Evaluation Policy from Negotiated Agreement, Form A Evaluation Check List, Form C Videotape or Classroom Evaluation, Form D Online or Hybrid Course Evaluation, SCAIRI Student Course and Instructor Rating Instrument, Online Student Rating Form\]](#).

- Textbook approval also forms a thread to reinforce consistency for quality of the student learning experience. In all but a handful of sections, the primary textbook is consistent across courses and sections. The exceptions are a few concurrent courses where the high school provides the textbook for its students. Textbook selection begins with the agreement of the full-time faculty who teach within the discipline or with adjunct faculty working with the academic chairperson or Dean if the discipline has no full-time faculty. Textbook requests and changes are reviewed by the appropriate chairperson or Dean and then by the Vice President for Student Learning before proceeding to the Bookstore Coordinator. Additionally, a few sections have secondary or supplemental resources according to the requirements set by a particular instructor. [\[Official Textbook Form\]](#).
- The student success rate in earning a passing grade in courses is consistent across locations and modes of delivery at approximately 76% earning a C or higher in review of enrollment/student performance data and analysis of online learning student completion data from 2008-2011. The target mean percent for each course outcome is a standardized goal across all sections.

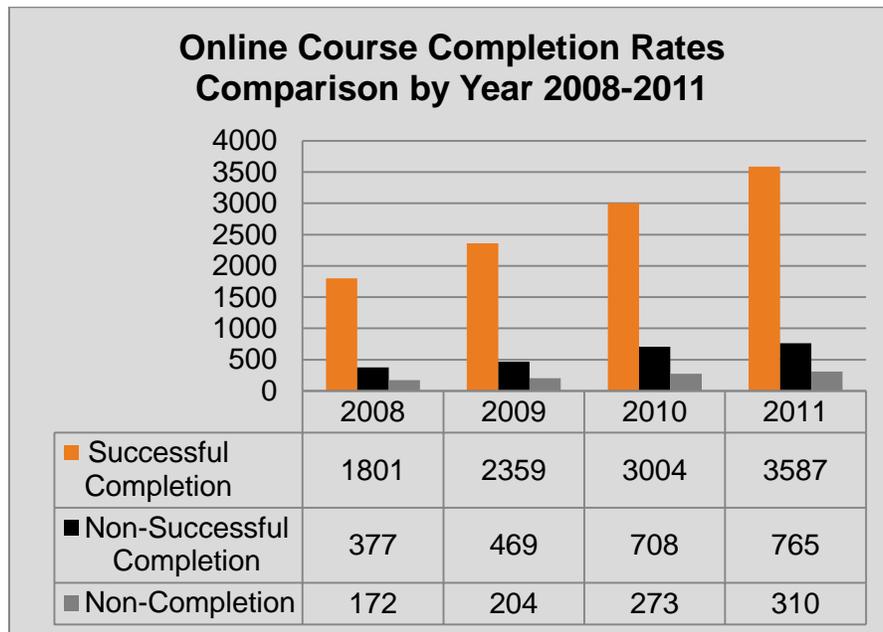


Figure 31 History of Online Course Completion Rates

- For dual credit courses, instructors meet necessary credentials, and use the NCCC approved course syllabus and course materials. Under the Kansas Board of Regents Concurrent Education Program (CEP), an annual report is provided to the Regents on secondary schools they select per college for review of coursework, concurrent/dual credit agreement, instructor credentials, and other items to provide oversight of reinforcing appropriate standards. NCCC complies with this state requirement and has had no negative reports. In certain concurrent sections, under the state CEP agreement, the college final exam is administered to help reinforce appropriate consistency. The Kansas Board of Regents does an annual request for information to assess compliance with the state concurrent enrollment program. The [2012-13 CEP Report](#) contains the items KBOR requested for this year's review.
- Until 2011, the Ottawa Campus was an 18,000-square-foot metal building with rudimentary classrooms, laboratories, and academic support areas. The Board of Trustees determined that this facility was not equal in quality to the Chanute Campus. One of the purposes for building the \$8.1 million Ottawa Campus in 2011 was to enhance that campus quality to that of the Chanute Campus, especially classroom, laboratories and library services so that similar opportunities for all students regardless of attendance site were provided. Refer to [Criterion 5](#) for more information.
- Perhaps one of the most important mechanisms for standardization across courses and modalities are from discipline meetings, which are held at least once per year. At the same time, the College realizes that an area of concern is lack of

strength in our approach to working with adjunct instructors. This issue is one of active discussion to determine some appropriate strategies and resources to support the actions we believe are needed to enhance adjunct instructor engagement.

3B. The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.

The general education program of NCCC is appropriate. Evidence for this is as follows:

- The general education program consists of courses that meet the [Kansas Board of Regents Core Transfer project](#), including having the course learning outcomes as common between the community and technical colleges and the state universities. Those courses identified by the Regents are the most common general education courses for transfer across a cross-section of communication, mathematics, social/behavioral science, fine arts, and biological/physical sciences. Courses not identified as part of the transfer core may still be used for transfer through articulation agreements with individual senior colleges and universities.
- The courses come from the Kansas Articulation Agreement; outcomes from the Core Outcomes project. This provides a multi-level approach which reduces undue influence at any level between the community colleges and the senior institutions.
- The general education program is designed to complement the general education requirements with the state universities in terms of requirements for communication, mathematics, natural and physical sciences, behavioral and social sciences, and humanities. [[KBOR Transfer and Articulation Matrix](#)].
- The faculty identified [general education learning outcomes](#) that are part of the comprehensive assessment of student learning. The general education outcomes are: analytical thinking, communication, citizenship, and healthy lifestyle. These outcomes have been connected to specific course learning outcomes so that there is a general education outcome assessment performed each year. Data is analyzed and the general education assessment is included

with the overall report on the assessment of student learning. This information is shared on course syllabi. [[General Education Assessment Information](#)].

- 2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. 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.**

The college's general education program's purpose and description is explained as follows:

- General education is viewed as the knowledge, perspectives, attitudes, and skills that become a part of the educational experience of all students, whatever their chosen fields of study. This is a perspective that is consistent with the fact that NCCC is a public, two-year college. In keeping with the mission of the College, general education courses are designed to enrich our communities and our students' lives. These courses are intended to provide the foundation for success in the classroom and beyond. Program sheets include a notation on general education requirements. [[Program Sheets](#)].
- The faculty have identified [general education learning outcomes](#) in four specific areas. These are included as part of the framework of the general education program. A history of the development of the general education outcomes can be found in [General Education section in Component 4.A.4](#). General education outcomes that correspond with this mission are listed as:
 - Practice Responsible Citizenship through:
 - identifying rights and responsibilities of citizenship,
 - identifying how human values and perceptions affect and are affected by social diversity,
 - identifying and interpreting artistic expression.
 - Live a healthy lifestyle (physical, intellectual, social) through:
 - listing factors associated with a healthy lifestyle and lifetime fitness,
 - identifying the importance of lifetime learning,
 - demonstrating self-discipline, respect for others, and the ability to work collaboratively as a team.
 - Communicate effectively through:

- developing effective written communication skills,
 - developing effective oral communication and listening skills.
- Think analytically through:
 - utilizing quantitative information in problem solving,
 - utilizing the principles of systematic inquiry,
 - utilizing various information resources including technology for research and data collection.

The general education at NCCC is made of a combination of many courses from across disciplines. It is assessed using 128 individual course outcomes. Students earning an AA, AS, or AGS degree must complete a minimum of 35 to 48 hours of general education credits and those attempting an AAS degree must complete a minimum of 12 to 25 general education credits. The [general education matrix](#) shows how course outcomes relate to the general education outcomes. Students are informed of these general education outcomes through the [College Catalog](#), through bulletin boards in every College building, and on the course syllabi which have identified general education outcomes. [[General Education Learning Outcomes from College Catalog](#), [Example Picture of Bulletin Board](#)]

3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.

At NCCC, students are engaged in collecting, analyzing and communicating information, mastering modes of inquiry or creative work, and developing skills adaptable to changing environments through general education. General education permeates every degree program at a community college, often comprising the majority of the courses, especially in the Associate of Arts, Associate of Sciences, and Associate of General Studies degrees. Although there are specific outcomes associated with “emphases” or majors within the AA / AS / AGS, most of the course work within the degree program supports the general education outcomes. Evidence of the College meeting this component is based on the following:

- Each program has access to review course learning outcomes data for courses linked to the program of study. There are also program level learning outcomes which are reviewed and reported on during a regular cycle. General education learning outcomes may also be identified within the courses targeted by the Assessment and Program Review Committee for their relationship to the institution’s general education outcomes. This process offers the College a multi-

level structure of assessment data at the course/program/general education levels with both quantitative and qualitative data. [[Assessment of Student Learning Information](#), [Assessment and Program Review Committee Minutes](#)].

- [Program sheets](#) are developed for each degree program. The program sheets outline the preferred requirements to satisfy earning the degree and associated discipline/area of emphasis.
- Each of the courses that comprise a program has a [master syllabus](#), which has been developed, reviewed, and approved through faculty governance, administrative oversight, and is part of the master course file maintained with the state Regents. The master syllabi detail course learning objectives, learning assessment outcomes, and other information that reflect the student learning expectations. Specific course level learning outcomes have also been aligned to comprise the general education assessment outcomes. [[Component 4.B.2](#)].
- The college's program review process includes analysis of the assessment of student learning related to the core courses identified for the program, general education assessment outcomes linked by the appropriate course outcomes, and the program level assessment of student learning defined by additional separate outcomes. [[Program Review Information](#)].
- CTE programs are developed using data and information common to similar programs in the state and nation, especially emphasizing alignment to meet accreditation standards by those areas with external recognition (i.e., nursing, allied health, business). Also, in Kansas, many CTE programs are also under the oversight of the state Regents' Technical Education Authority (TEA) to ensure curriculum alignment, measurable outcomes including job placement and wages, reducing duplication of programs, and assuring the state provides training to meet current and emerging demand occupations.

4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.

At NCCC, the AA, AS, AGS degree requirements consist of between 18 to 21 credit hours from a mixture of arts and humanities and behavioral and social sciences courses. These courses are designed to help students recognize the human and cultural differences of the world.

- Classes focusing on human cultural diversity satisfy social science, arts, and humanities distribution requirements for the Associate of Arts, Associate of Science and Associate of General Studies degrees offered by NCCC. These classes include [World Geography](#), [Introduction to Cultural Anthropology](#), [Human Sexuality](#), [Social Problems](#), [World Religions](#), [World Civilizations I](#), [World](#)

[Civilizations II](#), and [Eastern Civilizations](#). In addition, general survey courses such as [General Psychology](#) and [Introduction to Sociology](#), integrate diversity into course content.

- In October of 2012, the Ottawa Chapter of Phi Theta Kappa helped the Franklin County Historical Society with an event exploring Native American culture and Indian Removal. Various Indian nations who had been removed to and from the Ottawa area were invited back to set up informational booths and collect and exchange photos, documents, and other historical evidence. The event included lectures, Native American dancing, and Native American cuisine.
- World Religions classes encourage students to explore other faith traditions with an open mind. As part of a [class project](#), students are given the option of attending a service from a faith tradition that is not their own and writing about the experience.

Beyond the curricular requirements, Neosho County Community College employs several methods and activities to provide students with opportunities to realize and engage in the human and cultural diversity of its service area and the world. These include, but are not limited to, the following examples:

- As part of NCCC's commitment to programs and activities that reflect human diversity, the College has an International program which brings in students from all around the globe. At the Chanute Campus the institution is an active partner with Youth For Understanding and hosts many international students both within the residence halls and with host families in the community. International students attending KU and other colleges take classes part-time on NCCC's Ottawa and Online Campuses. An International Student Club will begin operation at the Ottawa Campus in the Fall 2013 semester.
- International students provide cultural diversity in the classroom and enhance classroom discussions. NCCC's International students manage and participate in the International Students Club. The International Student Director provides cultural insight to our current students by hosting many cultural learning activities on campus. This club is open to ALL students. These activities have included:
 - International Fashion Shows - International students display and model the traditional garments of their countries.
 - Individual country presentations by students - These highlight each student's nationality, popular music, food, type of government, well-known places and cities, etc.
 - Christian Peacemaker Speaker – I-Club co-sponsors an individual from a chosen nation to come to campus and speak on political and religious issues happening in their part of the world.

- Volunteer work within the community - International students give back to our community (Artist Alley, Public Library, Pancake Feed)
- Annual International Dinner - provides an opportunity for guests to experience new culture through food.

The Director of International Student Services also takes its members off campus to participate in cultural activities of different origins. These activities have included: American Indian Pow-wows, cultural festivals, trips to different cities throughout the U.S., musicals, concerts, family entertainment groups from different countries, and annual camping and canoe trip [[International Student Club Report](#)].

- The College sponsors a TRIO Student Support Services project, called STARS on the Chanute Campus. [STARS](#) stands for Students Thriving, Achieving, and Recognizing Success. Part of the goals and purposes of the project includes expanding the experience of their student participants despite the socioeconomic disadvantages some of the participants have making them eligible for the project's services. The project sponsors regular cultural events for over 100 college students who participate in the program. These events include trips to other communities and cities, engagement in dinner theaters, cultural festivals, trips to museums, attending musical/theater performances, etc. [[STARS reports](#)].
- The History Club takes trips each fall to Kansas City around Veteran's Day to allow students to see the World War I Museum and an additional special interest site in the Kansas City Area (such as the Negro Baseball League Museum). In the spring semester trip, the group visits another region in the United States involving historical sites/cultural events of historical significance. [[History Club Report](#)].
- The Honors and PTK societies engage their student participants with poster display contests and additional curricular requirements in honors courses that often have a specific alignment for providing the student with more education/experience with diversity and cultural engagement. Past examples of included the World Regional Geography course and poster assignments, student trips to regional social organizations to engage in community service activities. [[Chanute Phi Theta Kappa Report](#), [Ottawa Phi Theta Kappa Report](#)].
- The Student Development unit of the college works with faculty and staff to ensure students are aware of and have opportunities to participate in presentations and seminars related to activities and designations such as: Black Heritage Month, Citizenship Day, Mexican Fiesta. [[Student Development Board Report](#)].
- The diversity of the college student body greatly exceeds the diversity in the surrounding areas, particularly in ethnicity. Besides the international students attracted to the College each year, 23% of the college population is non-

Caucasian; the College is more diverse than the counties of Neosho, Franklin and Anderson, which average 4% non-Caucasian. [[Neosho County Quick Facts from the U.S. Census Bureau](#), [Franklin County Quick Facts from the U.S. Census Bureau](#)].

5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

NCCC is a community college with a scope appropriate to focus on teaching and learning and community service. The College satisfied this core component with evidence including, but not limited to, the following:

- Honors courses and projects within honors components, including poster competitions.
- Art program and courses and Art Club projects including the mural project in downtown Chanute.
- Coursework and presentations that are part of the music and drama programs of the College.
- Kyle Bures, Director of the Teaching Learning Center at the Ottawa Campus, published in *Academic Advising Today*, an online publication of NACADA, an article: [Why Choosing a Major is Not Choosing A Career](#)
- Krista Clay-Lieffring, Regional Coordinator for NCCC and Southeast Kansas Adult Education Consortium served on the advisory board and was a faculty reviewer for *Becoming A Master Student* (14th edition), which is a text used in the college's Study and Test Taking Skills course.
- Brad Wilkinson, faculty person for Art, has judged art contests in several communities, was featured in the Pittsburg State University High Light project in 2008 for the Community College Faculty Exhibit.
- The Ottawa Campus hosts a regional science fair (2012 and 2013) open to students grades 4-12. Each fair had 20 participants from the various grade groupings. Categories of exhibits included life science, physical science, behavioral science, chemistry, zoology, engineering, microbiology, and environmental biology.
- The Ottawa Campus hosts Investing in Women with several business and civic groups from that area. This event promotes leadership, collaboration, innovation, and other activities to promote the role of women in society.
- Science clubs have had activities related to selected prairie burns and to collecting and using owl pellets for discovery at all levels of education.

3C. The institution has the faculty and staff needed for effective, high-quality programs and student services.

- 1. 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; establishment of academic credentials for instructional staff; involvement in assessment of student learning.**

The College satisfied this core component appropriately. The average length of service with NCCC for full-time faculty is 7.2 years. Adjunct instructor credentials meet state and Higher Learning Commission requirements. Credential expectations are listed in job announcements, and are verified through official college transcripts submitted to the College and reviewed by the direct academic supervisor and Vice President for Student Learning. The ratio of full-time to adjunct faculty is 40:59 at the Chanute Campus and 14:64 at the Ottawa Campus. All instructors complete assessment of student learning reports for each course they have taught at the end of each academic term.

Assessment analysis reports are provided back to instructors the following academic term. Presentations are provided annually to the Board of Trustees by the Coordinator of Assessment (who is a member of the faculty). The college's Curriculum Committee is chaired by a full-time faculty member, and the committee includes representation from all instructional units of the institution. [[Employee Comparison Data from Human Resources](#), [BOT and Inservice Assessment Presentations](#), [Curriculum Committee Membership and Minutes](#)].

- 2. All instructors are appropriately credentialed, including those in dual credit, contractual, and consortial programs.**

Among the full-time faculty, 44 have master's degrees, five have doctoral degrees, and six have bachelor degrees (those are in developmental and/or career and technical education areas). Adjunct instructor credentials meet state and Higher Learning Commission requirements. Credential expectations are listed in job announcements and are verified through official college transcripts submitted to the College and reviewed by the direct academic supervisor and Vice President for Student Learning. The state's concurrent enrollment plan (CEP) permits high school teachers with appropriate bachelor degrees to teach dual concurrent enrollment courses for colleges if standard exams are used for the course. The College complies with the state CEP regulations.

Instructors for career and technical education courses must have appropriate credentials related to training and experience to meet their licensure/certification and where appropriate, external accreditation requirements (such as nursing, allied health). Other instructors for college-level courses have appropriate academic credentials. Concurrent credentials are monitored by the concurrent education coordinators. Adjunct credentials are monitored by the direct academic supervisor. All instructors must provide official transcripts and/or verified copies of training which are kept on file in the Human Relations office. [[Instructor Qualifications from Board of Trustees Policy Handbook](#), [Policies from KBOR Concurrent Enrollment Partnership Agreement](#)].

In addition to articulation agreements with many secondary schools, NCCC has two consortial arrangements with other community colleges. NCCC teams with Seward Community College (KS) for Health Information Technology which permits Seward students to enter the NCCC program after completing the articulated coursework at Seward. Independence Community College (KS) has asked NCCC to provide the first year of the nursing program within their community to help meet the need for the area for prepared health care workers. [[Seward County Community College Health Information Technology MOU](#), [Independence Community College / Mercy Hospital Nursing MOU](#)].

3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.

Instructors are evaluated regularly in accordance with Article 10 of the negotiated PEA agreements and receive feedback. This includes evaluation of adjuncts on a semester basis. Form A Evaluation Check List is used for all professional employee evaluations. Form C is utilized for classroom evaluation, with Form D utilized for online evaluation. Student rating of instruction occurs each semester, utilizing the SCAIRI (Student Course and Instructor Rating Instrument), which measures responses to each question. Students in online courses are provided with an electronic version of the student rating form which includes specific questions about the online environment that do not apply to a face-to-face class.

[[Professional Employee Evaluation Policy from Negotiated Agreement](#), [Form A Evaluation Check List](#), [Evaluation of Adjunct Instruction Policy from Board of Trustees Policy Handbook](#), [Form C Videotape or Classroom Evaluation](#), [Form D Online or Hybrid Course Evaluation](#), [SCAIRI Student Course and Instructor Rating Instrument](#), [Online Student Rating Form](#)].

Professional Development Requirements are established in Article 8 of the Negotiated Agreement and are tracked and updated by the Administrative Assistant to the Vice President for Student Learning. Professional Development is supported by the institution as noted in Article 8 of the Agreement, as well. Professional Development records are maintained in the Office of the Vice President. [[Faculty Professional Development Policy from Negotiated Agreement](#)].

4. 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.

Under the negotiated agreement with the Professional Educators Association, faculty are required to meet a minimum requirement for professional development. They submit professional development plans to the Faculty Professional Development Committee for review and action. The College also provides inservice development for faculty twice per year, with adjunct instructor meetings at the start of the fall term and end of the spring term. Additionally, a portion of faculty meetings led by the Vice President for Student Learning have components for discussion with faculty about ideas and concerns related to teaching and learning. Currently there are no professional development expectations for adjunct instructors beyond the credentials guiding hiring. [[Faculty Professional Development Policy from Negotiated Agreement](#), [Faculty Professional Development Committee Minutes](#)].

5. Instructors are accessible for student inquiry.

Professional employees are required to be on campus five days a week for 35 hours per week exclusive of meals, (or equivalent as determined by the Administration), including regular class time (other than overload class time), regular posted office hours, and other assigned duties. Professional work load schedules are be subject to the approval of the Administration. Students have ready access to faculty e-mail addresses. Several faculty and adjunct instructors work within the tutoring sites on each campus to provide further access to students. [[Workload and Calendar Policy from Negotiated Agreement](#)].

6. 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.

Staff, who provide student support services, are trained in accordance with established requirements as noted on employment position descriptions, in order to successfully serve students. Employee credentials are maintained in the Human Resources department in personnel files. Professional development is encouraged and supported at NCCC [[Staff Professional Development Policy](#)]. Staff may apply for additional resources through the Staff Professional Development Committee. As part of each employee's evaluation, supervisors in student services have been encouraged to discuss and identify professional development plans with staff members so that resources can be appropriately allocated and progress with professional development monitored. [[Employee Evaluation Form](#)]

- One example is the College hosted a regional professional development conference at its Ottawa Campus for Jenzabar during the Fall 2012 semester. This regional users group had exceptional attendance (approximately 100 participants) and included an appropriate contingent of college staff to participate as session facilitators, presenters, or as participants. [[Jenzabar RUG Fall 2012 Conference](#)].
- Financial aid employees have attended state and national meetings in their area.
- The Coordinator of Advising has attended conferences, including a specific conference on advising student-athletes.
- Several staff employees participate in regional and state office professional training and development.
- Staff employees involved with tutoring and developmental education have also attended national conferences to receive more training in these areas.
- One staff employee is selected annually to participate in a national conference (NISOD, League for Innovation, etc.) due to their excellence in work at the College.
- Some examples of conferences attended include:
 - 2013 HEP Project Director's Meeting – Washington, DC (TRIO Grants)
 - NAFSA Academy 10 – Spring Training Conference – Atlanta, GA
 - AHEAD TRIO Training – Long Beach, CA
 - KCADNE Fall Forum-El Dorado
 - Kansas State Nurses Association Convention
 - Academic Advisors for Athletics Conference
 - Nurses Day at the Legislature
 - KS Council of Associate Degree Nurse Educators
 - OTA National Conference
 - KONL (Kansas Organization of Nurse Leaders
 - AKCCOP (Association of Kansas Community College Office Professionals)

- Jenzabar Annual Meeting (JAM)
- Training through webinars has also increased since 2011.
[Staff Professional Development Requests are maintained in the Human Resources office].

3D. The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.

Academic support for NCCC students is provided in multiple ways, including provision of tutoring services, early identification of students experiencing academic difficulties, operation of a federally funded student support project called Students Thriving, Achieving, and Recognizing Success (STARS), and provision of support services to students with disabilities.

Tutoring

Academic tutoring is provided for NCCC students for all courses through the Center for Academic and Vocational Excellence (CAVE) on the Chanute Campus and the Teaching and Learning Center (TLC) on the Ottawa Campus. In addition, tutoring is available to students online during selected hours through the Panther Academic Resource Center (PARC). Tutors are solicited from the staff of developmental course instructors, the local communities, and academically strong current students. New tutors receive training in tutoring best practices, and are mentored by more senior tutors. Monthly tutoring staff meetings are held to discuss common issues or challenges, new and successful tutoring strategies, and suggestions for future service to the NCCC students. More than 1,000 hours of tutoring are provided each academic year through the College to assist students.

Early Academic Warning System

To facilitate students' access to tutoring services, NCCC uses an Early Academic Warning System (EAW) that alerts students, advisors, and activity sponsors when a student is struggling in a course. An "early warning notification" is issued for all students earning grades of "D," "F," or "NP" at designated reporting dates throughout the semester. Students, through direct contact by phone from a college administrator and/or faculty member, are encouraged to contact their instructors and/or advisors when they receive early warning notification, and to seek out additional academic support provided

by the tutoring services offered in the Center for Academic and Vocational Excellence (CAVE), The Teaching and Learning Center (TLC), and the Panther Academic Resource Center (PARC). Approximately 350 students are warned per semester through the EAW process.

STARS

Students Thriving Achieving and Recognizing Success (STARS) is a federally funded student support project. The goals of STARS are to help students stay in college, graduate from NCCC, and transfer to a four-year institution to obtain a bachelor's degree. Students must apply to the program and meet one or more of the following eligibility requirements: 1) be a first-generation college student; 2) meet federal income guidelines as determined by the U.S. Department of Education; 3) have a documented disability.

The STARS project serves 160 NCCC students. Services available to participants include one-on-one and small group tutoring, academic/transfer/career advising, additional financial aid, regular workshops on a variety of topics, cultural enrichment activities, four-year college campus visits, and other support services. The STARS offices are in the CAVE, located in the lower level of Chapman Library on the NCCC Chanute Campus. The STARS program is not available to students at the NCCC Ottawa Campus.

The STARS project objectives report for 2011-12 indicated the following performance of the program: 74% retention rate of project participants for persisting in college from one academic year to the start of the following academic year (goal was 60%), 92% of project participants met satisfactory academic progress standards of the College (goal was 80%), 47% of project participants earned their certificate and/or associate degree within 4 academic years (goal was 30%), and 59% of participants transferred to a senior college or university after earning their certificate and/or associate degree (goal was 20%).

Services to Students with Disabilities

NCCC has various types of assistance available to support qualified students with physical or learning disabilities. Appropriate documentation of a disability is required. Students are responsible for forwarding their documentation and scheduling an appointment for consultation with the Dean of Students on the Chanute Campus or the Dean of the Ottawa Campus. Reasonable accommodations are made based on the documentation. Available services include, but are not limited to, note takers, scribes, readers, extended time exams, alternative testing, tutorial services, study skills

instruction, computer-assisted instruction, consultation with faculty addressing individual issues, assistance in obtaining auxiliary aides, and adaptive computer technology.

- 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.**

Placement Testing and Developmental Instruction

Academic placement for entering students and provision of developmental instruction are provided through two primary offices: the Center for Academic and Vocational Excellence (CAVE) on the Chanute Campus and the Teaching and Learning Center (TLC) on the Ottawa Campus.

- NCCC uses student assessment scores on the ACT, SAT, or COMPASS tests for placement in reading, writing, and mathematics coursework. Students with placement scores that fail to meet minimum criteria enroll in developmental courses designed to build academic skills necessary for succeeding in areas in which they exhibit deficits.
- Developmental coursework in reading consists of two levels of courses: [ENGL 018 Reading Proficiency II](#) and [ENGL 121 Reading in the Disciplines](#).
- Developmental coursework in writing consists of two levels of courses: [ENGL 013 Fundamentals of Written Communication](#) and [ENGL 100 Pre-Composition](#).
- Developmental coursework in algebra consists of two levels of courses: [MATH 011 Beginning Algebra](#) and [MATH 112 Intermediate Algebra](#). Math 112 can count for elective credit toward graduation except for the AGS. Students' progression through each of these developmental course sequences is based on completion of lower-level coursework with a grade of C or better and/or COMPASS test scores appropriate for placement in higher-level courses. The placement scoring is reviewed annually related to state reports, and information provided by the placement testing service companies. An example of NCCC data is from the Ottawa Campus and placement testing. Data from 2009-2012 reveals that an average of 317 students tested per year for reading, 303 for writing, and 323 for mathematics. The greatest standard deviation range was in writing, with the least variance in reading.

At the request of Pittsburg State University and Emporia State University, NCCC provides the developmental math education courses and instruction at these university campuses. This speaks to the effectiveness of the NCCC developmental education

program. An analysis of developmental education effectiveness related to succeeding at the developmental level and then at the corresponding college level course indicates over a 70% rate in math, over 60% in writing/English, and over 50% in reading (data analysis from 2008-2012). [[Mandatory Placement Information from the College Catalog](#)].

NCCC leads a consortium of community colleges and one public school district in providing adult basic education services through much of southeast Kansas. The partners include Independence Community College, Labette Community College, Ft. Scott Community College, and the Ottawa (KS) Unified School District. During the latter half of the 2011-12 academic year, the Kansas Board of Regents received funding from Jobs for the Future to implement a project integrating adult education with career and technical education. The Regents' staff approached NCCC to be one of the charter groups with the project (known as AOK: Accelerating Opportunities for Kansans). This initiative provides another process to guide persons to complete their GED, reduce the need for developmental coursework, and begin work in a CTE program of study. [[Performance Agreement 2012 Narrative Report](#)].

3. The institution provides academic advising suited to its programs and the needs of its students.

Academic Advising

Academic advising is provided to students by faculty and staff members on both the Chanute and Ottawa Campuses. The advising efforts are supervised by the Coordinator for Advising and Articulation on the Chanute Campus and the Director of the Teaching & Learning Center (TLC) of the Ottawa Campus. These individuals also both monitor the needs of online students related to advising. Training workshops for advisors are conducted on a regular basis in which changes in academic programs, degree requirements, or general student trends are discussed. Other support for academic advisors is provided on a continuing basis, both face-to-face and through the advisor resources on the faculty tab in InsideNC. All degree-seeking students at NCCC are assigned an academic advisor after their initial advising meeting. Non-degree seeking students may also request an advisor assignment by contacting the student services office on the Chanute Campus or the admissions office on the Ottawa Campus. Students with placement scores that require them to take developmental coursework are advised by developmental advisors in the Center for Academic and Vocational Excellence (CAVE) or the Teaching and Learning Center (TLC) until they complete their developmental courses. The average advisee load is currently 26 students per advisor.

Students, through their responses on the [CCSSE](#) and [Noel-Levitz](#) surveys (performed alternate years by NCCC), indicate satisfaction with advising. However, the [Employee Satisfaction Survey](#) indicates a concern about the quality of advising that is provided. The institution has used a blended approach for advising of selected staff and all faculty have advising as part of their non-instructional duties (according to the PEA negotiated agreement). The Vice President for Student Learning is leading discussions and exploring options to restructure advising with the goal of more accuracy and accountability. The probable new approach will involve more defined and continuous advising training, reinforced dissemination of curricular changes and other information (student-athlete eligibility information, for example) to persons who advise, enhanced tracking of students changing major/programs of study, and additional non-faculty trained as advisors to increase accessibility.

Registration

Class schedules are available at least two months prior to each term. Students are encouraged to examine course offerings through the college's website prior to setting up a meeting with their advisors to discuss academic schedules for coming semesters. Advisor meetings are typically conducted either in person, by e-mail, or by telephone. Once these discussions have occurred, advisors have the option of enrolling students on-line or with assistance of staff in the Registrar's unit or allowing students to enroll themselves on-line. Students review and revise their Personal Information Update (PIU) each time they register for courses. This update assists college faculty and staff in monitoring changes in residence, major, and purpose of the student pursuing higher education. The Educational Objective Goal PIU information is monitored by staff to help gauge the effectiveness in meeting educational interests of the student. For instance, students are asked their primary reason for attending the College. Among the choices are items not tracked through traditional IPEDS or state reporting: just taking some transfer courses and then moving on, just taking key career courses to upgrade skills, etc.

- 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, museum collections, as appropriate to the institution's offerings).**

Neosho County Community College has allocated resources to optimize support for effective teaching and learning.

Infrastructure

- In 2010-11 the College purchased land and built a campus facility at Ottawa. The previous facility (approximately 18,000 square feet) had been outgrown with enrollment and services. The new facility (approximately 54,000 square feet) includes one wing specially equipped with state-of-the-art items for the Nursing and Allied Health programs. The new facility provides for offices for all staff, full-time faculty, and adjunct instructors (shared). Computer labs, testing and advising, and classrooms were designed to meet the enrollment growth as well as best practices for teaching and learning, including technology access. No tax dollars from Neosho County were used to build the facility (which is located in Franklin County, part of the college service region, but not a taxing district). The funding and design of the facility allowed the College to be a finalist and receive recognition for a Bellwether Award and also was noted on the floor of the Kansas State House of Representatives.
- A comprehensive facility improvement plan was developed during 2011-12 to address the Chanute Campus. Based on resource acquisition outside of bonding, the plan will provide for all facilities to be renovated and for the construction of new facilities. The plan, known as Our Time, has begun with the development of a new softball field, renovation of athletic locker rooms, new gym floor, and renovations to restrooms in the library and student union. A new baseball field with turf infield (the first community college in the state with that feature) was developed in 2007.
- Rowland Hall on the Chanute Campus was renovated in 2010-11 to provide enhanced learning capacity for nursing and allied health, including creation of simulation lab space. Other classroom space in the facility and faculty offices were also renovated in the Hall.
- Beginning with the Summer 2013 session, the science labs at Chanute will be renovated, and a cadaver lab will be developed to enhance instruction in anatomy and physiology and related subjects. The remainder of the building (Stoltz Hall) will be renovated in 2014 and 2015.

[[Our Time plan](#), [Facilities Master Plan](#), [Capital Improvement Plan](#), [Strategic Technology Plan](#)].

Technology

The commitment of the College to provide needed technology and other items that reinforce teaching and learning is evident in several processes. First, the Educational Master Plan provides a long-term analysis which then influences the annual Strategic Plan. Second, the Strategic Technology Plan addresses specific areas for exploration and/or enhancement due to the Educational Master Plan. Again, key long-term

elements of the Strategic Master Plan influence the Strategic Plan. Evidence of the institution providing resources to optimize teaching and learning and related support services include, but is not limited to:

- Approximately 90% of classrooms at both campus sites are equipped with devices such as computers, projection systems, smartboards, etc. One classroom at Chanute is equipped with video capture (ECHO 360).
- Separate servers are used to implement the learning management system (InsideNC) and the NCCC Portal, the Real Media streaming capacity.
- Student e-mail is developed using Google e-mail to enhance access and flexibility.
- More than 200 PCs and/or laptops are available to students, staff, and faculty at the Chanute Campus. This includes open labs in the library and student union, as well as public/open PC access in each of the residence halls. Other computer labs on the campus have priority use for classes, but are also available to students and employees for other needs (testing, tutoring, supplemental instruction, etc.).
- WiFi capacity is available across both campuses (Chanute and Ottawa).
- About 150 PCs/laptops are accessible at the Ottawa Campus for employees and students.
- Both campuses have simulation labs in place to enhance nursing and allied health education and training, including sim people, recording capability, and technologies related to medical dosages, health information tracking (electronic), surgical technology, and occupational therapist assistant technology (Ottawa Campus).
- Software and platform upgrades are provided on a regular basis, and training for faculty and staff are provided as needed.
- Bandwidth capacity is monitored regularly to accommodate needs for teaching and learning, college operations, and residential student life needs on the Chanute Campus.
- Starting with the Summer 2013 session, the nursing program will transition to e-books.

[\[Instructional Technology Resources Inventory, Strategic Technology Plan, Technology Services Surveys\]](#)

5. The institution provides to students guidance in the effective use of research and information resources.

The primary unit to support students for this subcomponent is the college library. Working with instructors and academic support staff, the library staff is proactive in adapting to emerging technology, electronic resources, and engagement with students. Evidence includes:

- In 2008 the NCCC Library provided access to seven academic databases. In 2012 that had expanded to more than 60 databases. These range from common tools such as EBSCO Academic Premier to specific tools such as CINAHL Nursing and Allied Health (full text), Theater in Video, History in Video, Opposing Viewpoints, CREDO EReference, ARTStor, and Oxford Art and Music.
- In 2009 the Library provided subscription access to Films on Demand: Master Academic Collection with streaming access capability to meet face-to-face and online course needs. In 2012 streaming video capacity was added with the Career and Technical Education Collection.
- During the 2011-12 academic year the Library arranged a subscription to provide students and instructors with access to more than 100,000 e-books.
- In addition, the Library provides “traditional” resources in terms of print materials and a wide range of video and audio materials.
- The Library is a partner with the statewide library cooperative services which enhances the capacity for interlibrary loan. Further, the NCCC Library interacts with the Regents Library Database Consortium to leverage resources and database access, interacts with the Southeast Kansas Academic Librarians’ Council (including the Pittsburg State University Dean of Libraries) to leverage purchasing capacity, and the Two-Year Library Director’s Council.
- The Library automated its management system in 2009 to enhance student and instructor access to information both on and off campus, including 24/7 access, strengthening customization of library accounts and reserving materials.
- In 2011 the Library began subscribing to LibGuides, a web-based service allowing customization of library resources for specific discipline areas. Specific LibGuides have been developed for Nursing, Allied Health, Occupational Therapy, and Theater, with History and Business topics in development (spring 2013).
- In 2011 the Library expanded its operations hours to include more evening and weekend access.
- The Director of the library is a member of the Student Learning Division and sits in on the division meetings, is a member of the college Technology Committee and Online Instruction Committee. Because of interaction with these groups the Director has been a partner in providing laptop and tablet access to students and faculty.

- The director and staff keep current on issues related to copyright and fair use, electronic materials, and appropriate/best practices in research and information resources. They provide updates to all instructors throughout the academic year and provide both Library and/or Teaching Learning Center (Ottawa Campus) based or classroom presentations for students on how to use learning information resources and research procedures. The presentations stress academic integrity, effective use of electronic sources of information, and interaction with instructors and library staff to optimize services and results. The average number of research orientation sessions is 24 per academic year (these are group presentations to entire classes). The information is presented in a general way with the first year seminar course for new full-time, first-time freshmen students.

Interaction with students and teachers is both in-person and online. During the 2012-13 academic year Library policies were revised to allow for more group work and arranged study times. This has resulted in an approximate traffic increase of 33% according to log-in sheets at the facility. Online usage with databases has increased by 245% from 2008 through the fall 2012 semester according to Library access data.

3E. The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.

The College provides a broad range of programs to reinforce student learning and provide opportunities for students to gain a comprehensive experience that results in learning beyond the classroom and lab. Examples include:

Phi Theta Kappa

The purpose of PTK is the promotion of scholarship, the development of leadership and service, and the cultivation of fellowship among qualified students of this college. Chapters are open to students at both the Chanute and Ottawa Campuses. The Chanute chapter and the Ottawa Chapter were awarded five-star status for 2012-13, while the sponsor of the Ottawa chapter was recognized for leadership and contribution which has strengthened that unit, and the Chanute sponsor was recognized for longevity along with leadership. Members from each chapter are recognized at a

statewide PTK luncheon in the state capitol (Topeka) with members of the state legislature and state Board of Regents in attendance.

Both the Chanute and Ottawa Campuses offer a leadership course based on Phi Theta Kappa's humanities based approach to leadership development. The class encourages students to embrace servant leadership by studying the basis of effective leadership and designing their own community service projects. The class is co-taught by faculty who have been certified to instruct the course by being trained in Phi Theta Kappa's Leadership Development curriculum. This course is open to all students, but it is a requirement for any student who wishes to graduate with Honors.

As part of achieving Five Star Status in Phi Theta Kappa, both chapters develop and implement Honors in Action Projects each year. The projects are designed and implemented by students who are encouraged to link scholarship and research with service to the community. In the 2012-2013 school year, both chapters implemented projects exploring Phi Theta Kappa's Honors Study topic, The Culture of Competition. The Ottawa Chapter researched the linkage between global and local hunger, organized a public forum to explore the issue with a panel consisting of students, faculty and guests, invited various local relief agencies to the forum to set up tables and explain their mission, and launched a food drive to benefit them. This project garnered the Ottawa chapter with a regional Honors in Action Award. [[Five Star Chapter Email from Rod Risley](#)].

Other projects of the PTK chapters include:

- The Ottawa Chapter of Phi Theta Kappa adopts a two-mile portion of U.S. Highway 59 for clean up twice a year.
- The Ottawa Chapter of Phi Theta Kappa participates in the Weekend Warriors program which delivers meals to nutritionally-challenged elementary school students who might not otherwise have adequate nourishment on the weekends in the absence of school meals.
- Phi Theta Kappa members have been active in Kansas Region Phi Theta Kappa efforts to benefit St. Jude's Hospital in Memphis.

National Technical Honor Society

The purpose of the NTHS is the promotion of scholarship, the development of leadership and service, and the cultivation of fellowship among qualified students of this college. Members are students who excel in school work and in the community. Members are rewarded for going above and beyond what is required as a student. Generally, NCCC has between 12 and 18 NTHS members. The College takes pride in

recognizing the academic and leadership performance of these students in career and technical education programs of study.

Honors

The Honors Program challenges students to take honors level courses, practice leadership skills, and experience being a member of an exciting learning community. NCCC's Honors Program offers a unique and challenging learning experience to students with the desire to excel. Members of the program have the opportunity to enroll in special sections (via contract basis) of select general education courses that will provide a stimulating learning experience. Members will also be encouraged to realize their full potential and responsibility for leadership by studying leadership skills using current research and classic examples. They will share these experiences as a member of an exciting and committed learning community. Students can participate in honors at either campus and online.

Panther Historian Club

The Panther Historian Club is a campus organization open to all students. Its objective is to provide social, career, and educational activities as they relate to the field of history and social sciences. The Panther History Club went to Washington D.C. in 2011 to study the history of the area and of the country through trips to museums (Smithsonian, monuments, memorials, etc.). Approximately 11 college students attended the Washington D.C. trip. The club also went to the Kansas Historical Museum in Topeka this year as well as the Brown vs. Board museum. Approximately 16 college students participated in these trips. Ten students went on the 2012 trip to South Carolina exploring slavery and antebellum historical venues. Ten students will go on the 2013 trip to New York City. Each fall the group goes to Kansas City to tour historical sites (WWI Memorial, Negro League Baseball Hall of Fame, etc.).

Academic Excellence Challenge Team

The Academic Excellence Challenge Team is a group of students from NCCC who compete against other students from Kansas community colleges in a scholar bowl format. The students spend the year practicing in mock competitions and in scrimmage competitions with other community colleges. The official competitions take place in the spring and consist of preliminary, regional, sub-state, and state final competition. Each year NCCC recruits a team of eight members to participate in the program. To be eligible to compete, students must be enrolled in at least six credit hours. A team member must have earned at least a 2.0 cumulative GPA, have completed no more than 72 semester hours, and may not have a college degree. A team member may participate for a maximum of two years. The spring 2013 team won its regional competition, and took second in the state, and had the high individual scorer.

Student Senate

The Student Senate is the governing agency of the student body. Its goal is to promote student interests in all phases of campus life. The executive council of this body consists of president, vice-president, and secretary-treasurer elected by the student body in a general election. The senators consist of two sophomores and two freshmen. One representative from each of the active clubs of the College is also a voting member. The Student Senate has the responsibility of coordinating the social functions of the College and cultivating a desirable college spirit through extracurricular activities. Each of the clubs on campus is chartered by the Student Senate.

Athletics

NCCC is a member of the Kansas Jayhawk Community College Conference (KJCCC). This allows NCCC to maintain a regular intercollegiate athletic schedule in basketball, volleyball, baseball, soccer, wrestling, softball, cross country, and track. All athletes on any intercollegiate athletic team must meet the requirements set forth by the conference and the National Junior College Athletic Association (NJCAA). The KJCCC, as well as the NJCAA, is organized for the purpose of controlling, maintaining, and promoting intercollegiate athletics as a vital part of the curriculum of the member colleges.

NCCC is a member of the NJCAA, a non-profit organization. The primary purpose of the NJCAA is to promote and foster junior college athletics on inter-sectional and national levels so results are consistent with the total educational programs of the member college.

Spring 2012 and 2013, the baseball team went to the College World Series in Grand Junction, CO.

Literature and the Movies Clubs

Literature and the Movies is a club that meets once a month during the spring and fall semesters. First, students read a piece of literature. Then, the group meets to watch the movie based on the work and to compare and contrast the two.

International Student Club

It is the mission of the International Student Club to promote understanding and good will among students of different nations and cultures, to share ideas and diverse perspectives in solutions to identified problems. To immerse themselves in the community, international club members participate in a variety of community services – Chanute Public Library annual book sale, Chanute Chamber of Commerce and Office of Tourism annual pancake breakfast, various radio programs and community

organizations where information about specific cultures are shared. Membership is open to all students.

Art Club

The Art Club is a campus organization that provides educational activities in the visual arts for club members and the college community. Club activities promote the practical and cultural value of art, the development of personal creativity and art career awareness. The Art Club is open to all students who have an interest in art. The Art Club meets monthly on the Chanute Campus and usually has 10-15 members in attendance. Any NCCC student may attend the meetings. This group has met the NCCC Ottawa Campus club members at the Nelson-Atkins Art Museum in Kansas City. The Art Club also has monthly art happenings which invite students to participate in an art activity to help them realize that art is a part of their lives. They complete a required community service even per semester which has included assisting in the set-up of Artist Alley in the fall 2012 and the KSU Aging with Attitude Regional Expo in spring 2012.

Crafting of Yarn Club

The purpose of the Crafting of Yarn Club is to promote the understanding of the needle arts, specifically knitting and crocheting, to foster creative potential and growth, and to promote healthy social interaction through the needle arts. At least one community service project will be done during the school year at a time determined by club members. Membership is open to all students.

Mary Grimes Student Nurse Association

All students accepted into the nursing program have the opportunity to participate in the Mary Grimes Student Nurse Association (MGSNA). Involvement in this organization gives the nursing student the opportunity to learn and practice leadership skills, explore issues related to professionalism, and learn about the opportunities for nurses to impact their profession on the state and national level. Acceptance into the program also enrolls them as members of the Kansas Association of Nursing Students (KANS) which gives students the opportunity to network with students from nursing programs across the nation. Activities supported by the student nurse association are directed toward service to the community and promotion of the profession of nursing.

- Stethoscope Sales Fall 2011 - Level I nursing students had the opportunity to purchase stethoscopes through the MGSNA as a fundraiser.
- Nursing Apparel Fall 2011 - MGSNA sold nursing apparel through Eagle Graphics in Uniontown, KS.

- Toys for Tots Fall 2011 - Boxes for collection of toys were set up in Rowland during the months of November and December. Toys were delivered to a local Toys for Tots location in Chanute.
- Cancer Awareness Shirt Sale Fall 2011 - The design for the shirts was created by MGSNA students on the Chanute Campus with the proceeds going to the Covault SNA Scholarship in honor of Jon Covault.
- Nursing Home Activity Prizes Spring 2012 - Boxes were set up in Rowland for students to contribute to the nursing home activity project. Items for use as prizes in bingo, etc. were collected. At the end of the project MGSNA had two full boxes of prizes donated to a local long-term care facility in Chanute.
- Covault SNA Leadership Scholarship \$100 Spring 2012 awarded to Sarah Copeland
- Summer 2012 Sarah Copeland & Quincy Dye speakers at new nursing student orientation
- Six meetings held for the year; also utilized InsideNC group forums for communications since students are in clinicals on various days of the week.

Panther Players (Theater)

For anyone interested in participating in theatre or those who just enjoy attending theatre. Panther Players helps support NCCC's theatre productions as well as attend other theatre productions from high school, community, college and professionals. The group meets at least once a month to discuss club business and upcoming events. Five students visited Oklahoma City University and attended two shows during the visit.

Panther Stampers Club

The Panther Stampers Club is a campus organization that is open to all students, particularly those interested in helping others. The mission of the club is to provide an avenue for students to participate in a philanthropic activity as well as to foster humanitarianism in students. During meetings, members use creative skills to make greeting cards which are then donated to various charities. During the fall semester, student members of this club also create decorations for the annual President's Scholarship Gala. This club meets on the Ottawa Campus.

Student Ambassadors

NCCC Student Ambassadors are students selected by the student services staff to represent the College at various college and community functions. Student Ambassadors also participate in various community service projects, such as reading to students at local elementary schools.

2010-11 (FALL) - Student Ambassadors				
	Service Scholarship	Res Hall Assistant's	Volunteer's	Total
Chanute	8	N/A	0	8
Ottawa	2	N/A	0	2
2010-11 (SPRING) - Student Ambassadors				
Chanute	1	N/A	0	1
Ottawa	2	N/	0	2
2011-12 (FALL) - Student Ambassadors				
	Service Scholarship	Res Hall Assistant's	Volunteer's	Total
Chanute	4	6	2	12
Ottawa	2	N/A	0	2
2011-12 (SPRING) - Student Ambassadors				
Chanute	2	5	2	9
Ottawa	2	N/A	0	2

Figure 32 Student Ambassadors Data

NC Scrub Club

The NC Scrub Club is the surgical technology student organization that fosters growth and strength of its members through learning and practicing leadership skills, teamwork and humanitarianism. Group activities are directed toward service to the community and promotion of the education and profession of surgical technology. There are currently 13 members and Kelly Warren, Program Director, is the club sponsor. The NC Scrub Club Mission Statement- To help members expand their knowledge, team building skills, and professional attributes by working closely together toward common goals which include promoting the practice of surgical conscience and patient advocacy, demonstrating respect for others, and creating an awareness of quality care to individuals, the school, and the community. The NC Scrub Club is a new organization, developed in September 2012. The members have already had an information booth with prizes and food during National Surgical Technology week at the Ottawa Campus September 17th– 21st.

OTA Club

The OTA Club is a student organization for students enrolled in the occupational therapy assistant program. This club was established in 2012 and currently has 20 members. Peggy Carman, Instructor and Clinical Site Coordinator, is the club sponsor. Students involved in this club have the opportunity to develop leadership skills as well as promote professional awareness and organize community service projects. Students also have the opportunity for collaboration within the profession through participation in

Kansas Occupational Therapy Assistant (KOTA). Some specific examples of club activities during 2012-2013 were:

- Demonstration for OT Awareness Month in April with activities and prizes for NCCC students, faculty, and staff
- Provided stress balls and developmental activities for local service organizations
- Fund Raising efforts resulted in \$856.00 used for:
 - Student attendance at Kansas OT Association State Conference
 - Gift cards donated to four Community Based Fieldwork organizations
 - Basket donation for Presidential Scholarship Gala
 - COTA Examination Review Guide for each student
- Held an end-of-year student recognition luncheon

Ottawa Biology Club

The Ottawa Biology Club is open to all students who wish to deepen their understanding of biological concepts and broaden their experience with hands on activities. Each month the club will select various activities, projects, or field trips that students can directly participate in. The club will focus on activities that may not be taught in the classroom, or performed in the lab, so students gain additional exposure to new concepts. The biology club is a great way to get involved in science, meet new people, and open new doors to the world of biology. During 2012-2013, the club sponsored a couple campus-wide activities. One activity allowed students to culture germs from various surfaces around campus; the other activity was a prairie burn demonstration.

Cultural Exchange Club

In response to the growth in international students at the Ottawa Campus and an increased awareness of cultural diversity by native students, Tina Oelke, Psychology Instructor, is organizing a new club that will launch in Fall 2013. Tina lived overseas for more than 11 years in Great Britain, Bosnia Herzegovina, and Taiwan and brings a wealth of knowledge and experiences to share with students.

The Cultural Exchange Club is open to any student who is interested in exploring diverse cultures through food, music, traditions, discussions, and other learning ventures. Club members will participate in both on-campus and off-campus activities, with activities and field trips selected by student members. The club is an exciting opportunity to explore new international experiences, expand cultural diversity, and broaden worldviews.

President's Scholarship Gala – Ottawa Campus

Proceeds/funds raised through the Gala help to ensure that students can go to school here with a little less financial strain and the community learns more about our institution by attending the Gala.

Ottawa Police Foundation Benefit

The College has had two teams, comprised of faculty and staff members, participate in this fundraiser for the past two years. The fundraiser is built around a trivia game. The winning team takes home a trophy and \$250. Last year, the TLC team donated the \$250 they made back to the Ottawa Police Foundation.

- 2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.**

NCCC is a public community college emphasizing teaching and learning. Within its resources it also supports community engagement and economic development activities and programs.

Honors

The Honors Program challenges students to take honors level courses, practice leadership skills, and experience being a member of an exciting learning community. NCCC's Honors Program offers a unique and challenging learning experience to students with the desire to excel. Members of the program have the opportunity to enroll in special sections (via contract basis) of select general education courses that will provide a stimulating learning experience. Members will also be encouraged to realize their full potential and responsibility for leadership by studying leadership skills using current research and classic examples. They will share these experiences as a member of an exciting and committed learning community.

Community Engagement

Clubs and Athletes

- RSVP/Students - "Bringing Hearts Together" was a student led intergenerational activity with nursing home residents from Heritage Health Care Center, NCCC women's volleyball team, staff, RSVP, and volunteers. Students learned sensitivity training and various professional careers available to them in the "aging" field. Students also developed skills in working with older adults who had dementia. Planning for the activity was unique in that students learned that the older residents' favorite song was

"Moon River" and they did not like the music very loud. Preparation meetings were held at the nursing facility as well as activities with the residents to make corsages, valentine decorations, and cupcakes. The students also chose to "glam up" the residents before individual pictures were taken of them by the students. A Valentine's dance was held and just about everyone danced. Veterans were honored by the American Legion.

- ["Take Me Out to the Ballgame"](#) - The baseball team went to Royster Middle School during lunch to visit with students and hand out baseball game day information cards. Approximately 500 people were present at the ballgame according to Coach Murry and they were all ages. Lifetime Learners serve as Ambassadors during this event.
- Hosted Red Cross Blood Drive at both Ottawa and Chanute Campuses
- Community Service performed by the sports teams
- NCCC hosts a [Science Fair](#) each year for students from grades 5 – 12.
- Hosted the Regional Music Festival (March 31) for KSHSAA in Chanute. Choir competition in Chicago April 2012. Fifteen students attended.
- Hosted the Chanute Expo annually through 2012. This event was cancelled by the Chanute Chamber of Commerce due to lack of interest from businesses and is no longer held.
- Hosted 5th annual Tig Welding Competition March 2013.
- National Technical Honor Society - performs community service by picking up trash on Ecology Day.
- Welding Program - Completes projects for the community within their lab. Examples include: box jumps for the Chanute High School sports program, duck blinds, hunting equipment and general repair work.
- Sociology, Marriage & Family and Human Sexuality courses use engaging activities such as interviewing members of a subculture of the student's choice, touring a correctional facility, and other relevant experiences that enhance the learning environment.
- STARS participants attend Community Theater, visit museums (WWI in KC, George Washington Carver National Monument & Museum) and other cultural related events.
- Toddler & Preschool Halloween Spook Parade -This event began 12+ years ago and is hosted by the Outreach & Workforce Development office. At that time a database of daycares and their contact information was made available to the school. The Outreach & Workforce Development office took that and made their own database of daycares in Neosho County and began inviting them to bring their children out to the campus to "trick or treat." The children begin in the dining hall with the Outreach staff and follow a path to the bookstore, welcome center, and then onto the Student Services office.

From there they visit the library and finish in the CAVE, which is always such a good time! It got the children and their parents/grandparents/caregivers onto the campus. It was seen as a way of making the College more personal to the community, got adults comfortable with coming out here (some daycare providers have even taken courses and obtained degrees [Early Childhood Education] from here because of this first connection with the school). This event easily has at least 100 children in addition to their escorts.

- Kid's College (ages 7-14) is held during the summer session on the Chanute Campus. Presenters provide various topics of interest to children for a few days in the summer.
- Talent Search has around 200 middle and high school students from areas in SE Kansas and Oklahoma on campus for workshops, Panther Preview Days, Round-up, etc.
- The Ottawa Foundations of Nursing class completes a Life Story project. Each student visits with an elderly patient in a long-term facility and makes a book of their life.
- The Chanute Family Nursing I class puts on a Health Fair for the Cherry Street Youth Center.
- The Ottawa Family Nursing I class assists with hearing and vision screenings at Baldwin School District while working in a classroom on a growth and development activity.
- The nursing program also assists in various locations with adult health fairs and flu clinics.
- The Beta Nu Iota Chapter of Phi Theta Kappa participates in the Adopt-A-Highway program in Ottawa.
- The Ottawa Nursing Care of the Adult I class goes to the Garnett long-term care facility to participate in wheel chair races, pumpkin seed spitting contest, etc.
- Student-athletes participate in a variety of community service projects. The activities and the number of participants is indicated in the following table.

Athletics Community Service Projects										
Community Service	Baseball	Men's Basketball	Women's Basketball	Volleyball	Wrestling	Spirit Squad	Men's Soccer	Women's Soccer	Track & Field	Softball
Walk/ Ride in the Artist Alley Parade		16	16			30			15	
Artist Alley Clean Up - empty trash					30					

cans and replace bags - deliver trash to dumpster										
--	--	--	--	--	--	--	--	--	--	--

Athletics Community Service Projects										
Community Service	Baseball	Men's Basketball	Women's Basketball	Volleyball	Wrestling	Spirit Squad	Men's Soccer	Women's Soccer	Track & Field	Softball
EKOGA Dinner Service - Set up/tear down and clean and serve the dinner	34									
Moving Community Members and packing their belongings	34				8					
Journey Through the Jungle Sprint Triathlon									23	
Reading to kids in local schools		16								
9/11 Service Project plant a flowerbed with RSVP			16							
Valentine's Dance at Retirement Home - set up/tear down and dance with residents			16	15						
Chanute Health Care Visitation	16									
Thayer Parade - ride on float			16							
October Fest - set up and tear down					30					
Deliver Thanksgiving Meals		16								
Soup Line	10									
Refereed local Christian school tournament							18			
Conduct athletic skill clinics at the Recreation Commission							18			

Athletics Community Service Projects										
Community Service	Baseball	Men's Basketball	Women's Basketball	Volleyball	Wrestling	Spirit Squad	Men's Soccer	Women's Soccer	Track & Field	Softball
Pancake Feed at local school							18			
Donate gate money for breast cancer research		16	16	15			18	24		18
Raise money for Relay for Life	34									
Deal cards for Charity Poker Events once each month Sept-May				15						
Set up/tear down and help with organization of 5K for grade school				15						
Chanute High School VB - serve as line judges four different times				15						
Address Envelopes for the Foundation				15						
Set up/tear down and help with the blood drive				15	5					
Participate in the Christmas Parade of Lights		16								
Toys for Tots - organize gifts, deliver gifts, and buy gifts with donated money								24		
Clean Community Members' Houses				15						
Perform at Altoona-Midway Football Halftime						12				

Athletics Community Service Projects										
Community Service	Baseball	Men's Basketball	Women's Basketball	Volleyball	Wrestling	Spirit Squad	Men's Soccer	Women's Soccer	Track & Field	Softball
Conduct Cheer Camp at Marmaton Valley High School						4				
March in Veterans Day Parade						5				
Serve as Teacher Aid at Sunshine Preschool each Friday						8				
Judge middle school and high school tryouts for cheer						8				

Figure 33 Athletics Community Service Projects

- The Chapman Library staff hosted a student/community reception honoring of the former Library Director, Dan Viergever, and community donors who were responsible for initiating and completion of the Neosho County Historical Mural, a 90' mural on the upper Library walls that depicts the significant events, buildings and people of Neosho County's early history.
- Chapman Library hosted the annual Student Art Show, in which selected art projects are displayed for students and community to enjoy and students receive recognitions for their art projects.

Lifelong Learning

- Lifetime Learners serve as Ambassadors for various activities such as "Move In Day" and to pass out candy to traditional students on holidays.
- NCCC along with Great Western Dining invite seniors to free coffee and doughnuts every Tuesday morning and to discounted lunch on Thursdays while college is in session.
- STARS participants attend workshops on diversity, personal debt management, managing college debt, netiquette (how to survive e-mail, Facebook and others), campus safety, etc.
- Through a federal CNCS grant RSVP works with food banks, sponsored by local churches to coordinate and support senior volunteers who provide services within the food banks.

Economic Development

With encouragement from the City of Chanute, the Kansas Board of Regents, and the Kansas Department of Commerce in 2011-12, NCCC responded to a request from an aerospace industry in the state seeking to expand its basic manufacturing base. By working with the industry as well as other organizations, NCCC customized for-credit training which helped the industry expand to Chanute. Spirit Aerosystems (based in Wichita, Kansas) uses the college's Outreach and Workforce Development unit to help train and screen job applicants. The College responded to the opportunity with a six-week turnaround time from curriculum design to course implementation. As a result of this, another aircraft parts manufacturing firm outside the college service area made contact with the Outreach & Workforce Development unit for training (and the community college serving that region gave their approval) and NCCC provides education for this organization as well.

Marketing Education Field Study provides credit for related work experience. One of the main goals of the field study program is for students to become aware and to think about workplace skills as needed in the job market and to have an opportunity to apply those skills. Linking formal classroom training to related work experience allows opportunity for cognitive, affective, and psychomotor skills to be developed and applied together. Students are encouraged to be more observant of their workplace environments. Students will be asked to document observations and comments in a journal. The course may be repeated for a total of eight hours credit. Outcomes are designed through discussions between the faculty member and the student's supervisor. The student submits weekly logs and reports designed to give accountability regarding the fulfillment of the designed outcomes.

Other examples of NCCC support for regional economic development include:

- Tom Byler with PSU Small Business Development Center housed on NCCC Campus
- Project 17 - NCCC partners with other state agencies in southeast Kansas to lower unemployment and the poverty rate as well as improve health in the state. Grant funds available for Leadership Training. NCCC works with Partners in Change to assist those who are currently unemployable receive employment skills.
- Chanute Regional Development Authority [[CRDA](#)] - The goal is to attract businesses to Chanute, support the businesses that are in Chanute and support quality of life in Chanute. Events held include Movie in the Park and a triathlon Run to the Jungle.

- Franklin County Economic Development [[FCED](#)] - The goal is to support current businesses in the northern service area as well as attract new businesses to the area. NCCC collaborates with Partners in Change by providing a building for workforce training. The College has taken a more proactive role with the development of the position of [Assistant Dean for Outreach and Workforce Development](#) and the selection of an employee (with former experience in the state legislature) to serve in this role based from the Ottawa Campus (located in Franklin County).
- Leadership Franklin County Program – This is a program in which NCCC has collaborated with the Ottawa Area Chamber of Commerce for the past 10 years. Individuals from the community apply for participation in this program. When approved they are then admitted and enrolled as NCCC students. We usually have 12-20 participants which are accepted. These participants take an online course for 3 credit hours [[BUSI 122 91](#)] to learn about leadership. This course has very good articulation throughout the state of Kansas, and includes learning outcomes from the Kansas Leadership Center located in Wichita, KS. This is one way NCCC is engaged in developing and helping prepare the future leaders for the communities of Franklin County, KS.
- Fiber Network - Through the collaboration of the USD, NCCC and the City of Chanute, a shared fiber network was developed to provide better bandwidth to the area.
- Chanute Business Incubator Tour – Business students had the opportunity to tour and learn about the Chanute Business Incubator which provides free or inexpensive space for new businesses to locate as a means of encouraging economic development.
- InVESTing in Women – The College is a partner in this venture and hosts quarterly meetings on the Ottawa Campus. The Associate Dean for the Online Campus serves on the advisory board. The project brings together women from community organizations, business associations and government organizations, and discusses leadership and management issues.

NCCC Analysis of Criterion Three

Strengths:

- Range of student clubs and organizations offers many opportunities for engagement and inclusion.
- Commitment of the College to tutoring access, including online, reinforces capacity for student learning, student performance, retention, and completion.

- Early academic warning system is a proactive process emphasizing intrusive intervention for students not earning at least a grade of C in a course, in support of student learning and performance, retention, and completion.
- Availability of residential housing at the Chanute Campus provides for a comprehensive college experience and supports many student activities.
- Breadth of programs of study in support of college readiness, transfer, career, and lifelong learning.
- Participation of NCCC faculty with core outcomes and inclusion of a full-time faculty member with the core transfer project with the Kansas Board of Regents.
- Five-star chapters of Phi Theta Kappa on the Chanute and Ottawa Campuses, and the recognition of the National Technology Honor Society for CTE students.
- Proximity to major universities:
 - The Chanute Campus is located approximately 65 miles from Pittsburg State University.
 - The Ottawa Campus is located in the same town as Ottawa University, approximately 15 miles from Baker University, and less than 25 miles from the University of Kansas.
- Comprehensive availability of courses, programs of study, and student services through the Online Campus.
- Capacity of the polycom technology to provide videoconferencing between college sites and other locations for meetings.
- Effectiveness of the developmental mathematics curriculum has resulted in NCCC being invited to teach that level of math at two regional state universities (Pittsburg State and Emporia State) to enhance their students' learning experience.
- NCCC students who transfer to state universities within Kansas often are as successful academically as the native students at those institutions.
- NCCC is in good standing with other external accreditation associations related to several programs of study: nursing, occupational therapy assistant, surgical technology, health information technology, and business.
- NCCC made a significant commitment to its northern service area with the construction of the Ottawa Campus in 2011 featuring state-of-the-art instructional technology, including simulation labs to enhance the Nursing and Allied Health programs.
- NCCC demonstrated commitment to student learning with the renovation of Rowland Hall on the Chanute Campus in 2010-11 which has provided simulation labs for nursing and allied health programs, and enhanced classroom facilities for the campus.
- NCCC (Chanute Campus) hosts three TRiO grant projects: Upward Bound, Talent Search, and Student Support Services. These projects help students from

socioeconomically disadvantaged backgrounds acquire the skills and confidence to success in postsecondary education.

Weaknesses:

- Reliance on adjunct instructors and need for more mentoring and professional development, emphasizing learning design options and assessment of student learning.
- The commuter campus environment at the Ottawa Campus which impacts the ability to create a social and support climate for students.
- Retention of full-time faculty and adjunct instructors.
- No medical clinic collaboration for Ottawa Campus students.
- Limited counseling capacity for the College.
- No career center services.
- Perceptions of advising by employees.
- Limited food choices at the Ottawa Campus.

Opportunities:

- Improve student activities, clubs and organizations.
- Enhance diversity awareness and appreciation.
- Enhance capability to engage with international students to increase global awareness as well as student learning and college experiences.
- Enhance consistency of unit work between departments, between units located at each campus, and improve collaboration and communication between employees.

Threats:

- Limitations on funding from public sector impedes pace of improvement and innovation.
- Being located in a rural area limits interest of potential full-time faculty and staff candidates, limits availability of qualified adjunct instructors and part-time staff, especially in professionally skilled areas (nursing education, etc.).
- The number of other community colleges in southeast Kansas impedes program development, resource acquisition, and innovation in some instances.

Chapter 6

Teaching & Learning:
Evaluation & Improvement



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

CHAPTER 6

CRITERION 4: TEACHING AND LEARNING EVALUATION & 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.

4A. The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.

Program review has been ongoing at the College. In 2004, the College formed a Program Review Committee charged with implementing a regular practice of program reviews. This committee was led by the Vice President for Student Learning and was comprised of division chairs, deans, and faculty representatives. This committee established a program review rotation that required a [program review report](#) to be completed for every program once every five years for peer review and administrative oversight. Faculty in the program discipline areas were charged with the production of this report. At the end of the review, the committee decides if the program should be 1) continued; 2) continued with changes (either expansion or reduction); or 3) eliminated. The content of the program review report incorporates several key elements. These include:

- Alignment of the program mission and purposes with the college mission and purposes;
- An overview of the program curriculum, including specific information and analysis of assessment data (course-level and program-level), and results, program

curricular changes since the previous review, and other relevant data and narrative;

- If the program is primarily focused on transfer, then information is included related to course enrollments, number of students earning their transfer degree with a concentration in the program area (NCCC does not provide majors in the transfer areas), course academic performance analysis, and transfer data where/when available;
- If the program is primarily focused on career and technical education, then information is included related to course enrollments, number of completers, job placement into a related field, interaction with advisory committees, efforts to stay current with curriculum and skills/applications, and external accreditation (if appropriate);
- Resources analysis: fiscal, personnel, facilities and equipment/technology; and
- SWOT analysis of the program and the assessment of student learning related to the program core courses/program outcomes. The program SWOT analyses are used to inform the [Educational Master Plan](#).

The program review activities are a valuable part of the decision-making process at the College. As mentioned earlier, at the end of a program review, the committee decides on the future of the program. Some programs have been suspended or revised as a result of this process, including the early childhood education program, energy management, and the professional fitness/personal trainer program. Other programs have been altered as a result of this process, for example, the construction technology program was once separated into levels one and two, and it is now combined into one certificate program for review. Also, the Athletic training program was put on hold and revised to better articulate to other institutions. As new programs are established at the College, they are folded into the program review cycle.

Also, as a result of the work done by this committee and the various faculty involved in program reviews, in 2012, this committee was changed into the Assessment and Program Review Committee. The two committees were combined in order to make better use of the assessment data available to each program. A weakness was identified that the program review data did not specifically link to the general education outcomes of the institution, so additional guidelines were added to include an analysis of any general education links in the program. During the 2012-2013 academic year, in addition to updating the [program review guidelines](#), it has also revised the schedule for program reviews. The new approved program assessment review schedule is shown here:

Program Assessment and Review Rotation Cycle										
0	1	2	3	4	5	6	7	8	9	10
Collect Assessment Data										
		Program Assessment		Program Assessment	Program Review over Years 0-4		Program Assessment		Program Assessment	Program Review over years 5-9

Figure 34 Rotation Cycle for Program Assessment and Review

This schedule allows for faculty in each program to collect and analyze data on a two-year cycle, and then perform comprehensive program reviews every five years. Many of our programs are dependent on sequence courses that are not taught every semester, so a two-year cycle may be more effective for the assessment process. The committee is currently working on the rotation schedule for each program. The [program review schedule](#) that has been used since 2004 will be used to transition into this new schedule beginning in the 2013-2014 academic year.

2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning.

The [Transfer Credit and Credit for Prior Learning Policy](#) shows that experiential learning follows accepted guidelines of the Kansas Board of Regents. This has been rare at NCCC in comparison with transfer hours accepted from regionally accredited institutions. Only transfer transcripts from colleges and universities with accreditation that are recognized by regionally accredited institutions is accepted for consideration. If there is concern about a course or program from another institution, procedure indicates that the staff will seek additional information from that institution including course descriptions, course syllabi, etc. and will often involve appropriate NCCC faculty in that evaluation process. Transfer and experiential learning is reviewed by registrar staff and appropriate academic administration prior to approval for transcription. As competency-based learning has been gaining support in the past several months, NCCC will continue to monitor that element, and is making plans to provide appropriate training (CAEL, etc.) for staff and faculty who will likely be involved in more prior learning assessment.

3. The institution has policies that assure the quality of the credit it accepts in transfer.

Staff in the registration unit receive training as part of their orientation, and then is continued as our data system is updated, state and federal data projects change, and as other issues emerge during the operation of the unit. The registration staff uses an online resource called TES® the transfer evaluation system from CollegeSource to reference

course descriptions from across the country in the evaluation of transfer credit. Additionally, standardization is followed with regard to transferring credit from clock-hour systems into the credit hour system. Assistance is provided by the technology services unit, and the unit training is part of discussion with the enrollment management administrator and the Chief Academic Officer.

Students can monitor the process of transcript evaluation through the learning management system by looking at the updates to their [unofficial transcript](#). Also, there is a registration hold placed on the student's account until the transcript evaluation is complete. If a student disagrees with the Registrar's decision as to the transferability of the course, the student is free to use the appeal policy to the chief academic officer.

The following is the policy from the [Board of Trustees Policy Handbook](#) that is also indicated in the [College Catalog](#):

[Transfer Credit and Credit for Prior Learning \(CPL\)](#) (revised 1-15-04): Transfer credits toward the completion of degree requirements are given for acceptable courses in which passing grades (A, B, C, P) were received. Courses for which a grade of D or F was earned will be accepted but will not be counted toward the completion of degree requirements.

Credit for prior learning (CPL) is credit granted by NCCC for learning that occurred outside of a regionally accredited higher learning institution. To encourage and assist student to complete degrees, NCCC may award college credit for prior learning. The [College Catalog](#) clarifies that only transcripts from institutions who are accredited by agencies recognized by the U.S. Department of Education will be accepted for review of transfer consideration.

- 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 assures 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.**

Course Prerequisites

Every time a course is offered at NCCC, our instructors are expected to evaluate and improve upon that course when necessary. If a situation arises that a prerequisite should be put into place for a course, the process is as follows: Proposed prerequisite and supportive information is presented at the division level meeting, the proposal is

accompanied by a [curriculum change request form](#) If the proposal passes the division level, it then goes to the Curriculum Committee for review. The Curriculum Committee includes deans, division chairs, faculty, Coordinator of Assessment, Coordinator of Advising and Articulation, Registrar, and the Vice President for Student Learning. All of these individuals will review the proposal and then vote. This process maintains and exercises authority over prerequisites for courses.

Faculty will monitor the success of their students individually at the College; however, occasionally at faculty inservice presentations, the Vice President for Student Learning will present the faculty with a list of the 20 most frequently taken courses, and their pass rates. Of those, two examples are presented here:

- [BIOL 257/BIOL 258](#) Human Anatomy and Physiology was identified as one of the most failed courses. Prompted with this information, faculty in that discipline evaluated options and chose to move forward with the implementation of a prerequisite for this course.
- Also, English Composition was identified as having high failure rates. English faculty evaluated this situation and it was identified that there was too much of a curriculum gap between [ENGL 013](#) Fundamentals of Written Communication and [ENGL 101](#) English Composition I, so a bridge course called [ENGL 100](#) Pre-Composition was created for those students in need.

Rigor of Courses

NCCC takes several proactive measures to assess and maintain appropriate academic rigor of courses and programs of study. The measures include the following:

- The College oversees rigor by the [assessment of student learning](#) that applies to all courses.
- Evaluation of faculty instruction, which includes [classroom visits](#), is another method to assess rigor. The negotiated agreement indicates that “the purpose of Professional Employee evaluation shall be to promote quality in teaching” [[Article 10, Section A](#)]. The evaluation of faculty is on an agreed-upon schedule in which all first and second year employees are evaluated once a semester, the third and fourth year employees are evaluated once a year, and after the fourth year, employees are evaluated at least one time every three years [[Article 10, Section C](#)]. This evaluation is completed by appropriate deans or division chairs in the discipline. In addition to classroom visits, supervisors review the faculty member’s Course rating forms [Student Course and Instructor Rating Instrument ([SCAIRI](#)) and [Form D - Online or Hybrid Course Evaluation](#)] and student complaints [[Student Complaints Logs](#)].

- For external assessment of rigor, the College uses both the Community College Survey of Student Engagement ([CCSSE](#)) and the [Noel-Levitz Student Satisfaction Survey](#). The CCSSE survey was completed in the spring semesters of 2009, 2011, and in 2013 (results pending). This survey has some specific questions that lend to the assessment of rigor in courses. A review of this data is provided here:

Items on the CCSSE Survey that Assess Rigor									
	2009 NCCC	2011 NCCC		2011 Small Colleges			2011 Cohort		
Item	Mean	N	Mean	N	Mean	Effect Size*	N	Mean	Effect Size*
4. In your experiences at this college during the current school year, about how often have you done each of the following?									
1 = Never, 2 = Sometimes, 3 = Often, 4 = Very often									
Asked questions in class or contributed to class discussions	2.89	454	2.99	134,994	2.98		442,763	2.92	
Made a class presentation	1.97	452	1.81	134,423	2.08	-0.30*	440,985	2.08	-0.30*
Prepared two or more drafts of a paper or assignment before turning it in	2.31	449	2.17	134,039	2.51	-0.33*	439,476	2.5	-0.32*
Worked on a paper or project that required integrating ideas or information from various sources	2.74	453	2.59	134,145	2.76		439,808	2.77	
Came to class without completing readings or assignments	1.64*	451	1.69	133,803	1.8		438,706	1.82	
Worked with other students on projects during class	2.5	451	2.26	133,593	2.52	-0.29*	438,083	2.5	-0.26*
Worked with classmates outside of class to prepare class assignments	2.03	453	1.79	133,946	1.93		439,426	1.9	
Worked harder than you thought you could to meet an instructor's standards or expectations	2.53	453	2.45	133,953	2.6		439,183	2.59	

Items on the CCSSE Survey that Assess Rigor

	2009 NCCC	2011 NCCC		2011 Small Colleges			2011 Cohort		
Item	Mean	N	Mean	N	Mean	Effect Size*	N	Mean	Effect Size*
5. During the current school year, how much has your coursework at this college emphasized the following mental activities?									
1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much									
Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	2.68	455	2.77	134,628	2.84		441,464	2.85	
Analyzing the basic elements of an idea, experience, or theory	2.84	455	2.73	134,220	2.87		440,051	2.89	
Synthesizing and organizing ideas, information, or experiences in new ways	2.73	452	2.64	133,713	2.75		438,232	2.76	
Making judgments about the value or soundness of information, arguments, or methods	2.62	454	2.52	133,864	2.59		438,632	2.59	
Applying theories or concepts to practical problems or in new situations	2.7	453	2.64	134,092	2.7		439,426	2.69	
Using information you have read or heard to perform a new skill	2.69	455	2.66	134,483	2.82		440,935	2.8	

Items on the CCSSE Survey that Assess Rigor									
	2009 NCCC	2011 NCCC		2011 Small Colleges			2011 Cohort		
Item	Mean	N	Mean	N	Mean	Effect Size*	N	Mean	Effect Size*
6. During the current school year, about how much reading and writing have you done at this college?									
1 = None, 2 = Between 1 and 4, 3 = Between 5 and 10, 4 = Between 11 and 20, 5 = More than 20									
Number of assigned textbooks, manuals, books, or book-length packs of course readings	2.9	451	2.81	133,277	2.94		437,144	2.9	
Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	1.93	451	2.04	133,363	2.08		437,268	2.1	
Number of written papers or reports of any length	2.82	450	2.79	133,232	2.91		436,849	2.89	
7. Mark the box that...									
1 = Extremely easy ... 7 = Extremely challenging									
Mark the box that best represents the extent to which your examinations during the current school year have challenged you to do your best work at this college	4.91	435	4.75	128,626	5.05	-0.24*	420,540	4.99	
9. How much does this college emphasize each of the following?									
1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much									
Encouraging you to spend significant amounts of time studying	2.86	451	2.74	133,369	3.03	-0.35*	437,135	3.01	-0.32*
10. About how many hours do you spend in a typical 7-day week doing each of the following?									
0 = None, 1 = 1-5 hours, 2 = 6-10 hours, 3 = 11-20 hours, 4 = 21-30 hours, 5 = More than 30 hours									
Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)	2.1	452	1.93	133,079	2.04		436,179	2	

Figure 35 CCSSE Survey: Items on Rigor

The following chart indicates NCCC student perceptions of instructional effectiveness from the [Noel-Levitz survey](#) that has been administered multiple years since 2000. It covers student satisfaction with regard to quality of instruction, fairness of faculty, timely feedback from faculty, availability of faculty, and use of practical experiences and applications.

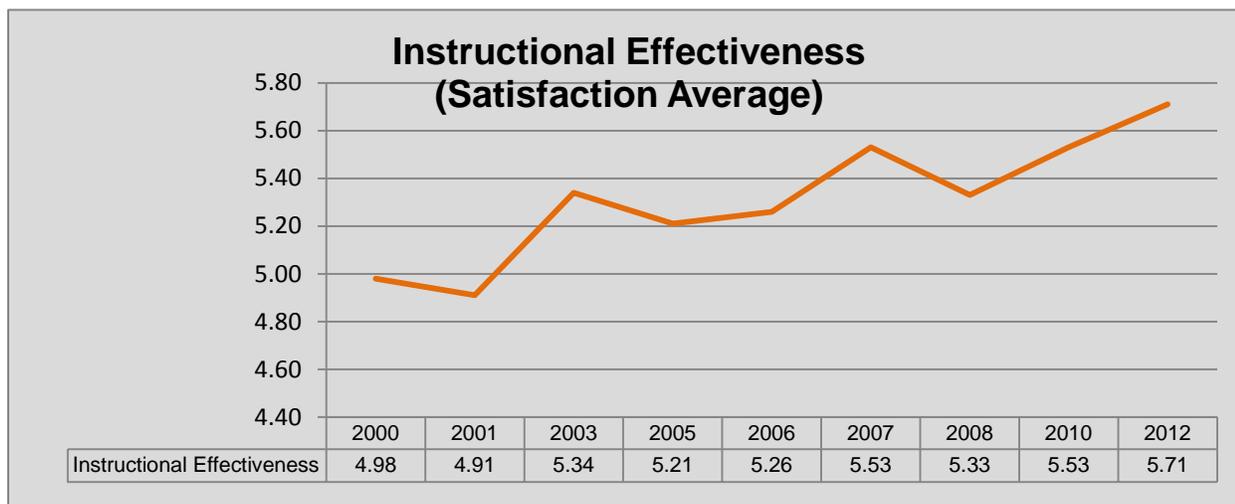


Figure 36 Noel-Levitz: Instructional Effectiveness

Instructional Effectiveness (Satisfaction)									
	2000	2001	2003	2005	2006	2007	2008	2010	2012
The quality of instruction I receive in most of my classes is excellent.	5.13	5.10	5.34	5.32	5.42	5.59	5.29	5.48	5.72
Faculty are fair and unbiased in their treatment of individual students.	4.79	4.72	5.28	5.09	5.25	5.42	5.19	5.32	5.65
Faculty provide timely feedback about my academic progress.	4.98	4.92	5.48	5.24	5.25	5.44	5.25	5.31	5.51
Faculty are usually available to students outside of class (during office hours, by phone, or by e-mail).	5.28	5.25	5.47	5.31	5.57	5.80	5.48	5.78	5.84
Most classes deal with practical experiences and applications.	4.93	4.99	5.35	5.26	5.28	5.52	5.36	5.68	5.73

Figure 37 Noel-Levitz: Instructional Effectiveness Summary

- [Form D](#) has provided a safety net. This form parallels the [Best Practices Guidelines for Online and Hybrid Courses](#). With the growth of online and hybrid courses and enrollment, the institution added a full-time staff position of [Instructional Design Specialist](#) in January 2013. With this additional resource, the College is making progress to put more reinforcement into the design and review

of the coursework and to enhance interaction with full-time faculty and adjunct instructors with best practices related to distance learning approaches.

- Rigor is taken very seriously by the administration and has resulted in non-renewals and replacements mid-semester in a few instances.
- Each year, faculty in all disciplines are expected to attend an “[End-of-year Adjunct Discipline Meeting](#).” This includes the full-time, part-time, and concurrent instructors in the discipline. These meetings allow for collaboration and exchange of course materials between the various instructors of courses and help to ensure that the expectation of rigor is carried out in each section of each course. [[Adjunct Invitation Letter and Agenda](#)].
- Professional development for instructors to remain current in their discipline is important to the College. The Board of Trustees increased the professional development funds from \$500 per academic year to \$750 in 2010 to better support the faculty. The faculty are required to complete a six graduate credit hour minimum per five years to maintain eligibility for movement on the salary schedule. Also, each year, one faculty member out of a group of nominations is given an excellence award in teaching. With that award, the faculty member is provided with a trip to a national conference such as the NISOD conference or the conference for the League of Innovation.

Methods of ensuring rigor differ slightly between career and technical education courses and general education courses. For example, CTE courses go beyond the above and include local advisory boards and external accrediting agencies. Some examples of the development and assessment of rigor in CTE courses include:

- Local advisory committees provide input from the perspective of regional business and industry employers.
- Kansas Board of Regents and their Technical Education Authority provide input related to curriculum alignment based on industry standards and career pathways.
- Pass rates for external licensure/certification
- External specialized accreditation (where necessary). The College has current accreditation approvals from the following agencies:
 - Commission on Accreditation for Health Informatics and Information Management Education,
 - Accreditation Council for Business Schools and Programs,
 - National League for Nursing Accrediting Commission, Inc.,
 - Kansas State Board of Nursing,
 - Commission on Accreditation of Allied Health Education Programs, and
 - Accreditation Council for Occupational Therapy Education.

[See Also: [Criterion One](#) and [Criterion Three](#)].

An example of established rigor at NCCC and its results can be found in the Kansas Board of Regents Transfer Feedback Report. This is a measure of how NCCC students do the year after they transfer. Transfer data over the past several years indicates that NCCC students do well at the state's public universities. An analysis on NCCC transfer student performance in 2011-12 can be seen in [Component 4.A.6](#). The entire report for all KBOR coordinated and controlled institutions can be found in the full [KBOR Transfer Feedback Report](#).

Developmental education rigor is of high importance at NCCC due to the high number of developmental students we have and their unique needs. In developmental education, rigor is evaluated with student success at the remedial level and then examining student success at the appropriate college-level course (i.e., Intermediate Algebra to College Algebra, Pre-Composition to English Composition I). NCCC Data from the past four complete academic years (2008-2012) indicates the following effectiveness of developmental education related to pass rate at the college-level course next in sequence for math and English:

- [English](#): after passing Pre-Composition and then taking Composition I: 61% of students passed Composition I with a grade of C or higher. (This excludes grades of W/WA.)
- [Mathematics](#): after passing Intermediate Algebra and then taking College Algebra: 77% of students earned a C or higher at the college level math course. (This excludes grades of W/WA.)

Also, as part of a 3-year [performance agreement](#) with the Kansas Board of Regents, the College elected to assess English skills with the Collegiate Assessment of Academic Performance (CAAP) test. It was used from Spring 2008 to Spring 2011 and measured students' performance in writing skills (usage/mechanics and rhetorical) and writing essay. The CAAP test was useful to be able to gauge NCCC student performance with nationally normed data for the purpose of the performance agreement. This data helped to evaluate revised curriculum and was effective in English Composition II, but the data did not support the revised curriculum in English Composition I. The CAAP Test was discontinued after the College met its performance agreement targets with the Kansas Board of Regents in 2011. The writing essay data showed student improvement, while the writing skills improvements were not clear. An evaluation of the learning outcomes in Pre-Composition was completed by English faculty and an update was approved in Spring 2013. A breakdown of scores is as follows:

Writing Skills Breakdown (Scale of 5-25) for these semesters:				
	NCCC Usage/Mech	National Usage/Mech	NCCC Rhetorical	National Rhetorical
Spring 2008	16.4	16.1	16.4	16.1
Fall 2008	15.4	16.1	15.3	16.1
Spring 2009	14.8	16.1	14.8	16.1
Fall 2009	15.9	16.1	15.7	16
Spring 2010	14.9	16.1	14.9	16
Fall 2010	15	16	14.7	16
Spring 2011	15.5	16	15.4	16

Figure 38 CAAP: Writing Skills

Writing Essay (Scale of 1-6) for these semesters:		
	NCCC	National
Spring 2008	3.1	3
Fall 2008	3.1	3
Spring 2009	3.3	3
Fall 2009	2.9	3
Spring 2010	3.1	3
Fall 2010	3.2	3
Spring 2011	3.3	3

Figure 39 CAAP: Writing Essay

Curriculum Committee

The Curriculum Committee approves all course syllabi as well as any changes to such syllabi. As such, its members discuss and ensure that each course possesses any or all prerequisites needed, contains content that is rigorous and appropriate to higher education, and possesses a syllabus that clearly lists the expectations for student learning. The committee also helps to ensure that dual credit/concurrent courses are equivalent in learning outcomes and levels of achievement to the college's higher education curriculum by dictating that each course has one standard syllabus. Evidence is available from reviewing approved course syllabi changes from [Curriculum Committee Minutes](#). In 2010, for assessment purposes, the approved course syllabi changes [2010, 2011, 2012, 2013] were also documented separately to allow for a quick review of changes for assessment updates. In 2012-13, the [curriculum change request form](#) was initiated to help monitor and document Curriculum Committee action. Also, In Spring 2012, a sub-committee of Curriculum created a [Syllabus Template](#) and [Syllabus Supplement Template](#) so all aspects of course, including documentation of rigor, could be standardized across all courses. With the leadership of the shared governance Curriculum Committee, rigor will be maintained at the College.

Expectations of Student Learning

Every course taught at NCCC has an established, approved set of learning outcomes. For each course, those outcomes are presented to students on the syllabus for their review and understanding. Along with listed outcomes, each course has a "target" goal for assessment of each of those outcomes. Each instructor for every course provides assessment data input at the end of the course term (instructor participation rates have been 100% for full-time faculty and 94% for adjunct faculty according to analysis by the Coordinator of Assessment of Student Learning related to the fall 2012 term).

Transfer Courses: The course learning outcomes at the College were originally established through discipline meetings of the faculty. Since then, instructors have updated the outcomes as they feel necessary based on the data that they are collecting or changes to curriculum in the field. Also, more recently, some learning outcomes have been updated based on input from other sources. For example, the learning outcomes for many of the general education courses are set by the Kansas Core Outcomes Discipline Groups under the guide of the [Transfer and Articulation Council](#) of the Kansas Board of Regents. This group meets once a year by discipline. Outcomes for 17 general education courses have been identified by the Kansas Transfer Articulation Council and approved by the Board of Regents for seamless transfer across the 32 public institutions [[KBOR Transfer and Articulation Matrix](#)]. Fourteen additional classes are set to be added to this list by the end of 2013. In order to support seamless transfer of its students to other institutions, NCCC fully participates in the KCOG and has implemented change in course-level outcomes based upon the approved changes.

Career and Technical Education Courses: Course outcomes and feedback used to enhance course content and expectations for CTE courses also are determined with input from organizations with a vested interest such as:

- [Local advisory committees](#)
 - Business and Technology Advisory Board (examples):
 - Expressed need for QuickBooks training and it was added to the Office Technology program in relation to outcome #7. The [program assessment matrix](#) was reviewed to ascertain appropriate inclusion of [ACCT 205 QuickBooks Accounting](#).
 - Noted weakness in employees' communication skills and [COMM 213 Interpersonal Communication](#) was added to the curriculum for most business programs.
 - Expressed concerns related to student's interviewing skills, appropriate attire, and knowledge of basic personal management concepts, therefore a new course, [OTEC 108 Career Life Skills](#) was developed.

- The Kansas Board of Regents Technical Education Authority (TEA) of the state Regents mandates curriculum alignment for CTE programs. Jennifer Williams, Coordinator for the Medical Assistant program shared the following observations. In April 2012, the Curriculum Committee approved the new courses to be implemented for the Fall 2012 semester.

Curricular Alignment – Medical Assistant Program
<p>“For program alignment we had to meet two support course requirements, which we already had in place, and three support courses. Because we had to match the names of the support courses and course objectives and outcomes with the State, we reviewed the entire program for improvements overall at the same time. We were able to keep the Medical Assistant program at the same 41 credit hours as we made adjustments for the new required courses. Many of the outcomes were similar to what we had in place and were already teaching so we made the changes to include the mandated Medical Professional Issues, Medical Administrative Aspects and Emergency Preparedness.</p> <p>As we turned our attention to the program outcomes after the changes were made with the courses, we found that the current list was pertinent to the profession. After review and revision, we remained at the same number of outcomes but we combined some of the similar tasks and shored up the description of what we were assessing. As an example, we clarified students will “communicate effectively with patients and peers,” and not just “communicate effectively.” We continue to have a good range of program outcomes that meet the administrative, general and clinical aspects a well-trained professional Medical Assistant would acquire both for the workforce and for national certification.”</p> <p style="text-align: right;">Jennifer Williams – Medical Assistant Coordinator / Instructor</p>

Figure 40 Medical Assistant Program Curricular Alignment

- Professional Organizations that provide program accreditation
 - Nursing example from the perspective of the NCCC Director of Nursing:
 - Changing outcomes to meet the core outcomes arrived at through Kansas State Board of Nursing (KSBN) and Kansas Board of Regents (KBOR)
 - Conferencing with other Directors of Nursing.
 - Reclassification of some of the general education requirements to allow for prerequisites based on core transfer project of the state.
 - The NLNAC also recommended we refine the evaluative process to do more “trending.” Data is collected but it has not always been presented in a way that allows trends to be clearly viewed.

General Education: The College Catalog addresses the value and purpose of general education at NCCC: “General education is viewed as the knowledge, perspectives, attitudes, and skills that become a part of the educational experience of all students, whatever their chosen fields of study. In keeping with the mission of the College, general education courses are designed to enrich our communities and our students’ lives.

These courses are intended to provide the foundation for success in the classroom and beyond.” [[General Education Information in College Catalog](#)].

Members of the faculty have also developed specific general education learning outcomes to assess the success of students. Originally the faculty developed 12 outcomes for the general education; however in 2005-2006 these twelve were re-designed into four outcomes, each with sub-components. The four general education outcomes are:

1. **Practice responsible citizenship through:**
 - identifying rights and responsibilities of citizenship,
 - identifying how human values and perceptions affect and are affected by social diversity,
 - identifying and interpreting artistic expression;
2. **Live a healthy lifestyle (physical, intellectual, social) through:**
 - listing factors associated with a healthy lifestyle and lifetime fitness,
 - identifying the importance of lifetime learning,
 - demonstrating self-discipline, respect for others, and the ability to work collaboratively as a team;
3. **Communicate effectively through:**
 - developing effective written communications skills,
 - developing effective oral communication and listening skills;
4. **Think analytically through:**
 - utilizing quantitative information in problem solving,
 - utilizing the principles of systematic inquiry,
 - utilizing various information resources including technology for research and data collection.

[[General Education Information in College Catalog](#)].

The process for assessment of these general education outcomes and the analysis of the results will be discussed in [Component 4.B](#) of this document. The most recent results of general education assessment are provided here:

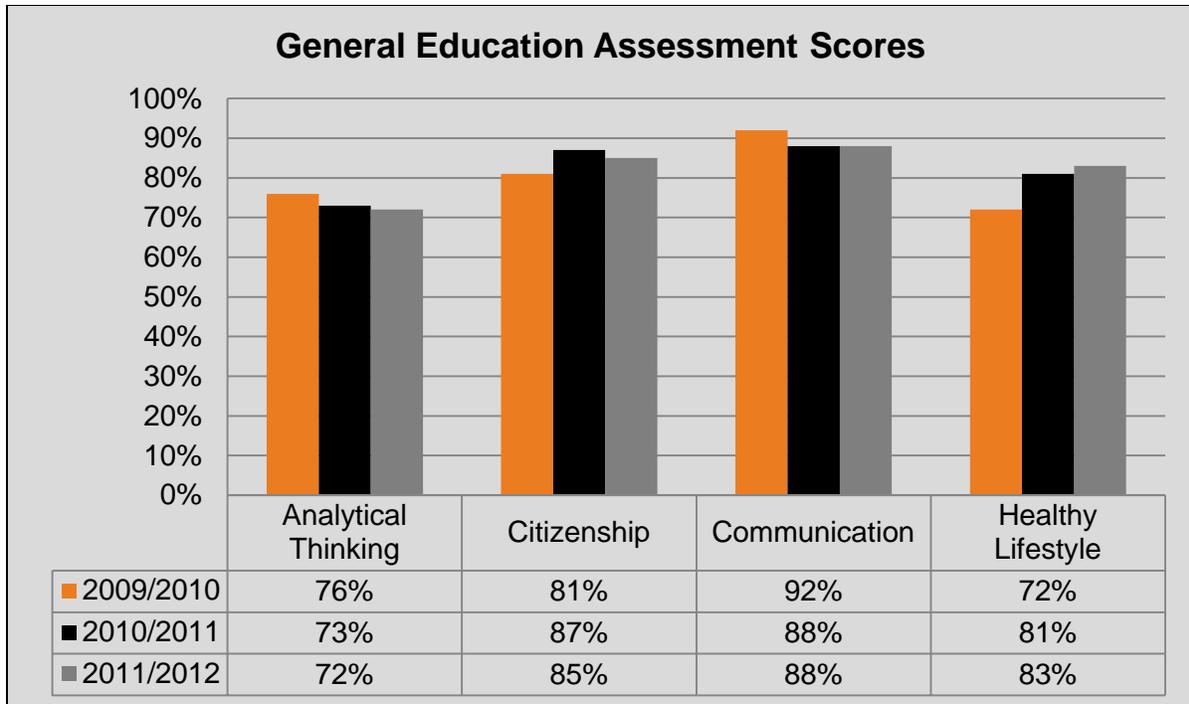


Figure 41 General Education Assessment Scores

Program Level: Expectations of student learning at the program level vary according to the program. Learning outcomes for programs that lead to the associate-level degrees are determined by faculty in the discipline and are reviewed by the Coordinator of Assessment, and then approved by the Curriculum Committee. Program outcomes for CTE courses are often defined by the external accreditation organization, with consultation of local advisory committees. Those CTE program outcomes are also reviewed by the Coordinator of Assessment and approved through the Curriculum Committee for standardization.

The program outcomes must be measured by specific course outcomes using a device known as the program assessment matrix (see example below). In the 2012-2013 academic year, the Coordinator of Assessment, working with the division chairs reviewed each of the program assessment matrices to ensure that each program outcome is linked to at least one course outcome for assessment purposes. Most program outcomes can be linked to more than one course outcome. The following is an example of a program assessment matrix; all [current program assessment matrices](#) are available in the electronic resource room.

PROGRAM ASSESSMENT MATRIX – 11-12
Accounting – AAS Degree
 Submitted by Linda Jones – Current as of 1-4-10

Accounting Program Outcomes

1. List and perform steps in accounting cycle.
2. Prepare basic external financial statements including the income statement, balance sheet, and statement of cash flows.
3. Evaluate basic financial statements with widely used accounting ratios.
4. Perform accounting procedures for a firm's internal information needs.
5. Explain and employ the accrual basis of accounting.
6. Define basic generally accepted accounting principles.
7. Demonstrate the proper use of a computerized accounting system.
8. Compute and prepare payroll checks.
9. Prepare the required Federal and Kansas payroll reports
10. Make ethical decisions incorporating the standards of the profession.

Course Number	Course Name	Program Outcome 1	Program Outcome 2	Program Outcome 3	Program Outcome 4	Program Outcome 5	Program Outcome 6	Program Outcome 7	Program Outcome 8	Program Outcome 9	Program Outcome 10
ACCT 107	Payroll Accounting					CO 6		CO 6	CO 2,3,4,6	CO 3,4,5,7	CO 1
ACCT 108	College Accounting	CO 3	CO 3	CO 5		CO 2,3,5	CO 1,2,3,4,5				CO 1,2,3,4,5
ACCT 201	Financial Accounting	CO 4	CO 2,4	CO 11		CO 2,3,4,5,6,7,8,9,10	CO 3				CO 12
ACCT 202	Managerial Accounting	CO 3,4	CO 2, 5, 7	CO 11	CO 2,3,4,5,6,7,8,9,10,11	CO 2,3,4	CO 1,3,4				CO 1
ACCT 205	QuickBooks	CO 3,4,5,6,7	CO 7		CO 7	CO 7	CO 3,4,5,6,7	CO 1,2,3,4,5,6,7	CO 6	CO 6	CO 1,2,3,4,5,6,7

CO = Course Outcome Number

T:\Assessment 11-12\Program Outcome Assmt Matrices 11-12\Accounting - AAS Deg 11-12.doc 4/13/13

Figure 42 Example of Program Assessment Matrix

An opportunity that has been identified to strengthen the program level assessment at the College is to incorporate a mapping of Bloom's taxonomy of cognitive learning level expectations as a part of this matrix. The Coordinator of Assessment will be working on this addition to the program assessment matrix in the future.

Access to Learning Resources: A large number of appropriate learning resources are available to students at NCCC. Many of the resources are accessible no matter the location of the student. Examples of access and resources include, but are not limited to the following:

- Students benefit from internet access on campus, including free wireless connection.
- Both campuses have computer labs for student use, including labs devoted to classroom use.
- All courses at NCCC utilize InsideNC, an effective course management system, enabling instructors to communicate with both online and face-to-face students through a variety of media.

- Furthermore, email accounts are provided to all students and faculty members, facilitating communication between them. Students can link their emails with college email to reinforce access.
- More than 200 PCs and other computer technology are available to students and employees at the Chanute Campus, and more than 125 are available at the Ottawa Campus.
- Starting with the summer 2013 session, the nursing program will be converting to e-books for texts and will use iPads and related devices to meet the changing needs of students and the learning strategies of the program.
(Data from college equipment inventory spring 2013 and nursing faculty meeting minutes spring 2013.)
- A measurement of student satisfaction associated with the services and access the College provides is the Noel-Levitz Satisfaction Survey. The following is a chart that reports student satisfaction of these services since 2000. This category of the Noel-Levitz survey is titled campus services and students are asked to rate their satisfaction for each of the following items: library resources, equipment in labs, tutoring services, computer labs, and career planning services.

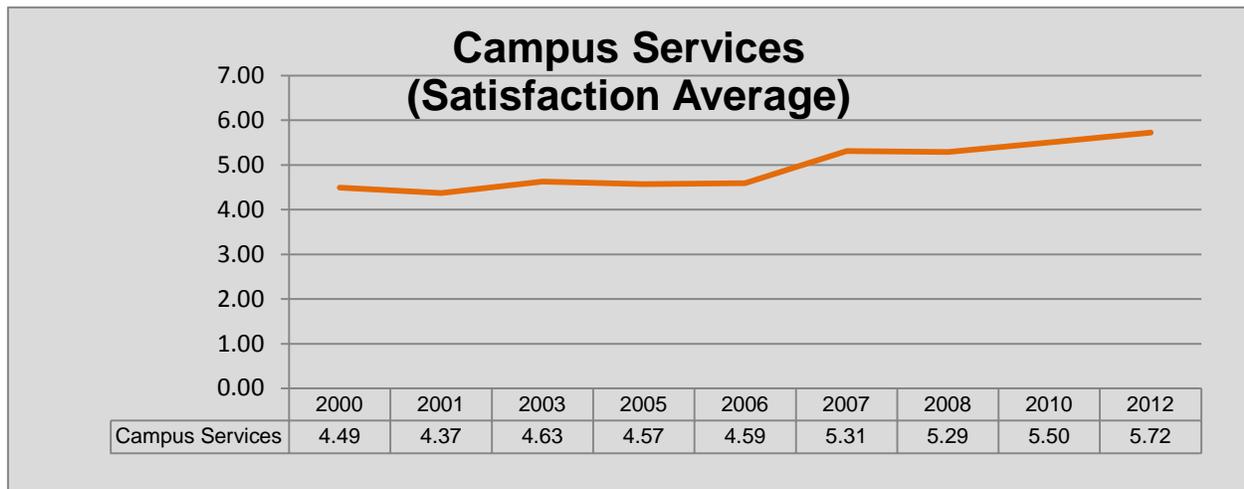


Figure 43 Noel-Levitz Campus Services

Campus Services Noel-Levitz Satisfaction Ratings									
	2000	2001	2003	2005	2006	2007	2008	2010	2012
Library resources and services are adequate.	5.03	4.89	4.95	5.02	5.13	5.19	5.20	5.34	5.75
Computer labs are adequate and accessible.	4.80	4.87	5.21	5.29	5.31	5.50	5.62	5.65	5.90
The equipment in the lab facilities is kept up to date.	4.66	4.69	4.83	4.92	5.15	5.27	5.18	5.38	5.77
There are adequate services to help me decide upon a career.	4.62	4.61	5.04	5.02	4.81	5.18	5.10	5.30	5.49
Tutoring services are readily available.	4.99	4.90	5.08	5.04	5.03	5.18	5.10	5.68	5.86

Figure 44 Noel-Levitz: Campus Services Summary

- Chapman Library provides several resources to students, whether they are on the Chanute Campus or not.

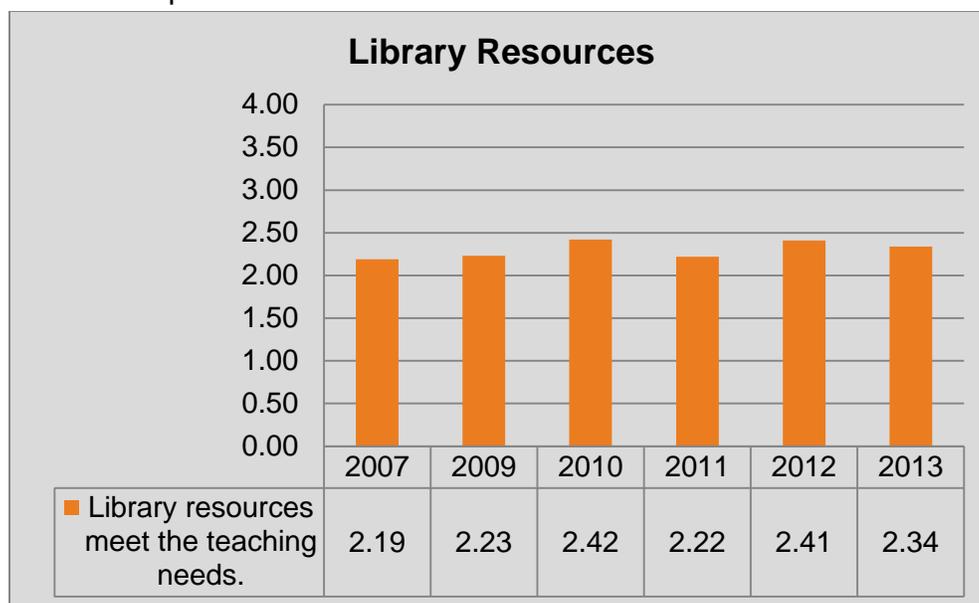


Figure 45 Employee Survey: Library Resources

The library staff performed a [Faculty Satisfaction Survey](#) in 2010. The results of that survey were used to help the staff make transitions to more databases, electronic materials, and web-based resources.

- For on-campus students, Chapman Library contains a wide variety of books, newspapers, journals, and magazines, and can receive books from other libraries in Kansas via inter-library loan.

- The library also has evening and weekend hours for the convenience of students. The TLC on the Ottawa Campus is open Monday-Thursday evenings until 8pm.
- All students can benefit from its growing number of e-books and high quality databases that can be accessed from anywhere at any time.
- Faculty and students also have access to Films on Demand, a repository of free educational films on a wide variety of topics.
- Data from [Criterion Three](#) indicated an expansion of electronic databases for student/employee access from 7 in 2008 to more than 60 in 2012, and from 4,000 accessible e-books (2008) to more than 100,000 (2012), increased capability to access films on demand for several curricular areas, expanded hours of operation to increase opportunities for accessing the physical facility, collaboration with the Teaching Learning Center at the Ottawa Campus with library/learning resource information, the addition of specially focused LibGuides for specific curricular areas, and database usage increase of 245% from a baseline from 2008 through fall 2012.
- Data from a [Library Report](#) indicates eBook usage has increased 66% in 2012-13 over its usage in 2011-12.
- The Center for Academic and Vocational Excellence (CAVE) is used by a majority of students on the Chanute Campus. Along with providing a computer lab and a study area for students, the CAVE offers tutoring in a variety of subjects free of charge. Such tutoring is offered online as well as face-to-face. Computer literacy training and developmental instruction are provided by the CAVE, as well as sessions about goal setting and study skills. Student study groups are encouraged to meet there. [See also: [Criterion Three](#)].
- The Students Thriving Achieving and Recognizing Success [[STARS](#)] program is at the Chanute Campus and is the Student Support Services (TRIO) project that provides advising, tutoring, workshops on study skills and other relevant topics, and other services to eligible students. A review of the [grant's annual performance for 2011-12](#) demonstrated the project meets or exceeds all required performance elements, which would not happen without appropriate access by participants. [See also: [Criterion Three](#)].
- At the Ottawa Campus, the Teaching and Learning Center (TLC) provides a number of the same services as Chapman Library and the CAVE, including limited access to reference books, journals, newspapers, and magazines as well as online access to Chapman Library's databases. Free tutoring is also provided at the TLC, averaging more than 500 hours per academic year.
- Access to appropriate lab equipment has been monitored and updated with appropriate budget access for faculty in the science disciplines. Unit budgets provide for acquisition and maintenance of equipment in laboratories, including but not limited to microscopes, incubators, models and other related small

equipment items. Also, the science labs have received additional support through grants. Gel Electrophoresis equipment and a large professional incubator were purchased through a [Title III Grant](#) and one faculty member was the principal investigator on a [grant that was funded through Hewlett-Packard](#) to add computer equipment and environmental and physiological probes to the labs. See [Criterion Five](#) for more details on use of college resources in support of teaching and learning.

Faculty Qualifications

NCCC demonstrates responsibility for quality educational programs with instructors who meet NCCC faculty qualification standards. [Faculty qualification standards](#) are stated in the Board of Trustees Policy Handbook. In general, a master's degree is preferred, with at least 18 graduate hours in the field of teaching required for courses linked to transfer programs of study. Exceptions to this include the following situations:

- The Kansas Board of Regents Concurrent Enrollment Partnership (CEP) permits bachelor-degree level teachers, employed by the secondary school district, to teach concurrent courses based on using the college unit's exams. However, Master's level concurrent instructors are not required to use those standardized exams from the College. More information is provided below in the section on [Concurrent Enrollment/Dual Credit](#).
- Developmental education courses are taught by instructors with at least a bachelor's degree.
- Career and Technical Education (CTE) courses have instructor requirements that vary by program.
 - Those with external accreditation requirements meet those requirements (i.e., nursing, allied health).
 - Business instructors must meet Accreditation Council of Business Schools and Programs [[ACBSP Standards](#)] which require at least 90% of instructors to be professionally qualified.
 - Other CTE programs have instructor requirements related to either education and/or relevant work experience/credential (i.e., welding, construction technology).

Instructors employed with the College without a master's degree were approved by one of the above situations. A review of information from the Human Resources office demonstrates the following concerning faculty credentials:

Faculty Degree Attainment				
	Fall 2012		Fall 2011	
	Full-Time	Part-Time	Full-Time	Part-Time
Doctorate	5	6	5	7
Master's	44	84	38	84
Bachelor's	6	53	10	54
Associates	0	11	0	10
Certificate	0	6	0	5
None	1	0	1	0

Figure 46 Faculty Degree Attainment Data

In 2003 there was just one business instructor with a terminal degree (a JD), so the development of our faculty into doctorate level is evident.

Concurrent Enrollment/Dual Credit

State regulations are in place to maintain equivalency with dual credit courses. The state of Kansas designates specific requirements for Concurrent Enrollment Partnership (CEP) courses. The [Kansas Board of Regents website](#) offers the following information for the CEP:

CONCURRENT ENROLLMENT

Concurrent Enrollment Partnership (CEP) consists of an agreement between an eligible postsecondary institution and a school district for the purpose of offering college-level learning to students who have been accepted for concurrent enrollment partnership in off-campus classes at a high school at which approved high school teachers teach college credit classes during the normal school day. A student can earn up to 24 concurrent hours while still in high school. For more information, contact your local high school. Policies are found in Chapter IV, Section 8 of the Policy Manual.

Each year staff of the state Regents reviews [CEP information](#) to ensure compliance with the state policies. The procedure is for Regents' staff to contact individual institutions, asking for a list of secondary schools that the institution has a CEP agreement with. The staff then selects the secondary schools to be used for that annual review and requests compilation of information to be reviewed to ensure that the partnering postsecondary institution is meeting the policy requirements. NCCC has successfully met that review.

As part of the CEP Agreement, a discipline meeting is held at the end of every academic year. This meeting is attended by full-time and part-time instructors. All adjunct instructors are given a stipend to attend. [[Minutes from End-of-Semester Adjunct Assessment Meetings](#)].

In addition to that, NCCC has one master syllabus for every course, including the concurrent courses. As with all NCCC courses, including concurrent, the rigor and quality control efforts are standard across every course.

5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.

Neosho County Community College is accredited by several organizations for various professional career and technical education programs. Examples include:

- Business Program Accreditation: The following degree programs are accredited by the Accreditation Council for Business Schools and Programs (ACBSP): AS - Business Administration, AAS - Accounting, AAS - Computer Information Systems, AAS - Computer Support Specialist, AAS - Management, AAS - Marketing, AAS - Office Technology. The business program will be reviewed during 2013-14 by the ACBSP.
- Nursing Accreditation: The program received initial National League for Nursing accreditation in June, 1986, for eight years. The re-accreditation visit held in March 2010, and presented to the NLN Board of Review in May 2010, resulted in another eight years of accreditation until 2018. Further, the program is approved and regulated by the Kansas State Board of Nursing and in 2013, the nursing program will receive the maximum five year accreditation.
- NCCC offers the only occupational therapist assistant program from any community college in the state. The program, which is accredited with the Accreditation Council for Occupational Therapy Education, is based at the NCCC Ottawa Campus, and has a two-year list of students who have applied for admission into the program. The first cohort will graduate in 2013.
- The College also has initiated an accredited (Commission on Accreditation of Allied Health Education Programs) Surgical Technology Assistant program available at both the Chanute and Ottawa Campuses. The initial students will graduate during 2013.
- The Health Information Technology program is accredited by the Commission on Accreditation for Health Informatics and Information Management Education. [[Accreditation Information from the College Catalog](#)].

NCCC is in good standing with all its external accreditors. These reports can be found in the electronic resource room. In fact, the ACBSP has identified NCCC as a best-practice with regard to assessment, as noted in the following excerpt. [[ACBSP Self-Study and Quality Assurance Reports](#)].

“The Associate Degree Board of Commissioners would like to commend Neosho County Community College on an exceptional job of developing measurable

performance outcomes for assessment purposes. You have submitted a well-written report. Your report is an example of best practices.”

Steve Parscale, Director of Accreditation

Accreditation Council for Business Schools and Programs

- 6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs 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, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).**

As a community college, students attend NCCC for many reasons, among which are preparing for transfer to a four-year college or university, or to earn skills in a career and technical education program of study. The NCCC [Institutional Effectiveness Dashboard](#) includes analysis of students and their transfer performance, their ability to earn their licensure or certification where appropriate in career and technology education programs, as well as their employment and wages. Employment and wages are less complete as the institution has no authority to force employers or government agencies to provide information about those items. Graduate surveys are administered annually, and rotate through the CTE programs of study. Specifically, mechanisms that allow the College to evaluate the success of its graduates are as follows:

Success upon Transfer – Affirmation of preparing students for advanced study

The success of NCCC students who transfer is based on annual transfer data from state universities in Kansas (the only institutions required to share that information at this time). The following data indicates NCCC students do well. In his February 2012 report to the Board of Trustees, Dr. Inbody presented the following highlights related to transfer GPA Information. “Below is a summary of how NCCC ranked in comparison to other community colleges in terms of student GPA and percentage of classes passed.” Neosho County transfer students had a higher GPA than the “native” students at Pittsburg State University, Emporia State University and Washburn University.

Institution	GPA Rank	% Passed Rank
ESU	2	2
FHSU	18	10
KSU	3	8
PSU	2	5
KU	12	16
Washburn	13	3
WSU	3	5

Figure 47 Data on NC Transfer Students

We can also look at historical data from the KBOR Transfer Feedback Report to assess the success of our students in transfer. Typically, we transfer students to Pittsburg State University and the University of Kansas more than the other institutions. At KU, NCCC students scored comparably with other community college transfer students in the state after transfer. At PSU our students scored significantly better than other community college transfers and the native university students in both GPA and class completion percentage. Scores denoted with asterisk (*) identify where NCCC students outperformed the native students and students from other community colleges in Kansas.

Information from KBOR Transfer Feedback Report															
	2007			2008			2009			2010			2011		
	NCCC	Native Students	Other KS CC	NCCC	Native Students	Other KS CC	NCCC	Native Students	Other KS CC	NCCC	Native Students	Other KS CC	NCCC	Native Students	Other KS CC
ESU	3.14*	2.78	2.94	3.16*	2.77	2.91	2.57	2.68	2.74				2.06	2.68	2.76
KSU	3.21*	2.64	2.55		2.54	2.39	3.19*	2.76	2.55	2.45	2.8	2.53	2.06	2.8	2.59
PSU	2.68	2.91	2.88	2.94*	2.88	2.91	2.99*	2.9	2.77	3.2*	2.97	2.81	3.09*	2.92	2.82
KU	2.79*	2.72	2.62	2.39	2.72	2.57	2.55	2.77	2.63	2.57	2.81	2.59	2.76	2.8	2.7
WU	2.69	2.48	2.81		2.47	2.66	2.49	2.44	2.71				3.05*	2.6	2.86
WSU	2.82*	2.68	2.7	3.13*	2.63	2.68	1.81	2.52	2.68				2.95*	2.75	2.78

Figure 48 Transfer Feedback Report Data

[\[Kansas Board of Regents Transfer Feedback Reports\]](#).

The transfer education should be enhanced due to the Regents strengthening the core outcomes for more than 60 credit hours of general education, and guaranteeing transfer within the public higher education system in the state. NCCC had a full-time faculty member on the core transfer project, Nathan Stanley, Mathematics Instructor, and the entire general education faculty have been proactive with the core outcomes process. [[Kansas System-Wide Transfer Common Course Matrix](#)].

In addition to the transfer project with the public higher education institutions, NCCC has several articulation and transfer agreements in place with private colleges and universities in Kansas. During 2012-13 these have included [Friends University](#), [Ottawa University](#), [Baker University](#), and [Sterling College](#).

Carl Perkins Study – Affirmation of preparing students for employment

Perkins core indicators are one measurement of student preparation for employment. The recently completed [Perkins Program Review](#) for the 2010 grant year indicated that the College had met and exceeded this element. NCCC exceeded the target for technical skill attainment (1P1), attainment of a credential/certificate/diploma (2P1), student retention/transfer (3P1), student placement into employment at a level of 86% (4p1).

The College reports on employment for annual Perkins reports, and for information requests from the WIA service areas referring students to NCCC. This information is from reporting gained from the students, their employers, and faculty awareness. This data will be enhanced as the Kansas Board of Regents has entered into an agreement with the Kansas Department of Labor to obtain aggregate data for those students who are employed within the state. The quality of the College is met as the institution has been positively reviewed by the WIA agencies, and the state Regents with their review of CTE programs and their review of Perkins programs.

Certification Exam Results/Employment Data

Other ways NCCC demonstrates this component is in pass rates for those programs with external licensure/certification, and with employment data provided by students to their former instructors. Kansas is taking steps to strengthen this data element through providing information from the Kansas State Department of Labor for persons who complete a CTE program of study (certificate and/or degree) and remain in the state for employment. This will further reinforce NCCC's effectiveness in demonstrating compliance.

[Nursing pass rates on State Board Exams](#) document student preparation for employment. For the past two completed academic years (2010-11, 2011-12) NCCC has had pass rates for the PN program over 90%, and for the RN program over 80%.

4B. The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

NCCC is proud of its assessment of student learning initiative. We have a comprehensive assessment process that relies upon faculty involvement in the assessment of student learning in the classroom. For a full description of the assessment program at NCCC, please refer to the [2008 Monitoring Report on Outcomes Assessment](#), but briefly, assessment of student learning occurs at the course, program, and general education levels. Faculty assess individual learning outcomes in each of the courses offered, and then the assessment of those outcomes are used to build assessment reports for programs of study and the general education of our students at the College. The College maintains a Coordinator of Assessment position that is currently filled by a full-time faculty member who is given a stipend and release time for the additional duties

- 1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.**

Course Level Assessment

All courses taught at NCCC have an established set of individual course learning outcomes related to the content of the course that are found posted on the [course syllabi](#). The assessment goal per outcomes is also listed on the course syllabus. These outcomes and goals are decided on by the faculty in the discipline, and then approved through the Curriculum Committee. For many of the courses, the assessment goal per outcome is 70%, which was the established minimum when the process began. In some cases however, there are specific goals listed per outcome, based on additional requirements or assessment methodology. As an example, the following is a sample of a course syllabus in which the goals per outcome vary.

**NEOSHO COUNTY COMMUNITY COLLEGE
MASTER COURSE SYLLABUS**

COURSE IDENTIFICATION

Course Code/Number: NURS 141

Course Title: Family Nursing I

Division: Applied Science (AS) Liberal Arts (LA) Workforce Development (WD)
 Health Care (HC) Lifetime Learning (LL) Nursing Developmental

Credit Hour(s): 6
Theory Hours: 4.5
Clinical Hours: 1.5

Effective Date: Spring 2013

Assessment Goal Per Outcome:

Outcome #1:	66% PN Co Maternal-Newborn ATI Exam: Clinical Judgment/Critical Thinking
Outcome #2:	66% PN Maternal-Newborn ATI Exam: Implementation/Therapeutic Nursing Intervention
Outcome #3:	80% Clinical Evaluation Tool: Communication
Outcome #4:	67% PN Care of Children ATI Exam: Safety & Infection Control
Outcome #5:	67% PN Care of Children ATI Exam: Health Promotion & Maintenance
Outcome #6:	66% PN Maternal-Newborn ATI Exam: Health Promotion & Maintenance
Outcome #7:	67% PN Care of Children ATI Exam: Reduction of Risk Potential
Outcome #8:	67% PN Care of Children ATI Exam: Basic Care and Comfort
Outcome #9:	74% PN Comprehensive ATI Exam: Pharmacological Therapy
Outcome #10:	66% PN Maternal-Newborn ATI Exam: Priority Setting

Figure 49 Example Master Course Syllabus

At the course level, the goal per outcome must be standard across the course; however the methodology of assessment is not required to be standardized. So, with academic freedom in mind, instructors can choose to assess a learning outcome using the method that they see fits the best. In some cases, disciplines have met and established standardized assessment methodologies, but in other cases the methodology varies per instructor. At the conclusion of each course offering, each instructor who has taught the course that term completes an assessment report, including scores per outcome and qualitative information that is relevant (i.e., new teaching approaches, revamped projects, results of trying an idea identified in an earlier assessment report, etc.). [\[Sample Course Outcomes Assessment Report\]](#).

Since NCCC uses an internally developed reporting form, we have compiled a [guide for instructors](#) to refer to when they need to report assessment data. The Coordinator of Assessment provides orientation to this assessment process at the new faculty orientation meetings at the beginning of the fall semester each academic year for new hires. For part-time instructors, the direct supervisors provide the original orientation to the assessment system, referencing the assessment guide. As needed, the Coordinator of Assessment will meet with any individuals that need assistance. At each yearly orientation for part-time instructors, the coordinator presents assessment information, including general education scores and overall updates. In 2012, a [brochure](#) was created for part-time instructors to help encourage full participation.

Course level outcomes are reviewed regularly and updated when necessary. Recently, because of the Kansas Board of Regents drive to develop and implement a [core of general education transfer courses](#), over sixty credit hours of courses went through extensive review during 2011-12, culminating in core outcomes meetings in the fall of 2012 to ensure course content among the public community colleges and universities in the state were consistent. For NCCC, this resulted in curriculum changes to ensure alignment of outcomes with those recommended by the state Kansas Core Outcomes Group meetings. CTE course outcomes are revised if business/industry skills and knowledge requirements change, including a process within the state Regents called program alignment. Similar to the transfer project, program alignment reinforces common outcomes and consistency of instruction.

Program Level Assessment

Each program of study (leading to a certificate or degree) has program level outcomes. These outcomes are listed on the program sheet in the [College Catalog](#). [[Example Program Sheet](#)]. These outcomes are not just repeat outcomes from the course level, but are broader, often encompassing several course outcomes into a comprehensive scheme that reinforces an assessment of comprehension and/or application. As described in [Component 4.A.4](#), each program, faculty in the disciplines have developed program assessment matrices that links specific course learning outcomes to the program outcomes. Program level outcomes assessment has been provided annually, but will go to a two-year rotation beginning with the 2013-14 academic year. This change comes after several meetings and discussion by members of the Assessment and Program Review Committee and the Student Learning Division team. Courses that are part of the Regents Transfer Core have had significant changes to core outcomes. Many CTE programs have undergone curriculum alignment at the direction of the Regents' staff. The changed outcomes go into effect with the 2013 summer session. This seems to be a natural change-point as program level outcomes have also been reviewed and revised where appropriate due to the significant number of course changes. Instructors and academic leaders (division chairpersons, deans, etc.) will have more time and data to analyze course outcomes and work with each other and within units, and use a cohort approach with the biannual program level review.

Accounting																																																																																																										
Level I and Level II Certificates																																																																																																										
Associate of Applied Science																																																																																																										
<p>The Associate of Applied Science in Accounting is a two-year degree with stackable credentials for students who intend to seek employment upon graduation rather than transfer to a university. Level I certification exposes students to fundamental business concepts which could be encountered while employed. Level II certification provides more in depth business content and an internship. The Accreditation Council for Business Schools and Programs (ACBSP) accredits the AAS degree. Career areas may include: accounting clerk, staff accountant, bookkeeper, payroll clerk, cashier, treasurer, administrative assistant, and office manager.</p> <p>Prerequisites The student will need to demonstrate proficiencies in reading, English, and mathematics based on the COMPASS assessment test, ACT or SAT scores, or by taking the recommended/required classes. Some of the courses in this curriculum have specific prerequisites.</p> <p>General Education (GE) Courses In order to graduate with a college degree, all students are required to take certain general education courses. These include ENGL 101 English Composition I, COMM 213 Interpersonal Communication, PSYC 100 First Year Seminar, and a 3 credit hour computer literacy proficiency course. Other general education electives may be required to meet degree requirements.</p> <p>Program Core Courses ACCT 108 College Accounting, ACCT 201 Financial Accounting I, ACCT 202 Managerial Accounting, ACCT 107 Payroll Accounting, ACCT 205 QuickBooks Accounting, OTEC 107 Office Systems and Procedures, OTEC 123 Office Machines, and MGMK 147 Intro to Management.</p> <p>Program Elective Courses MGMK 135 Human Relations and Supervision, BUSI 106 Business Math or other approved math course, ECON 200 Microeconomics or ECON 201 Macroeconomics, BUSI 114 Business Law, or other approved electives.</p> <p>Program Outcomes</p> <ol style="list-style-type: none"> List and perform the steps in the accounting cycle. Prepare basic external financial statements, including the income statement, balance, and statement of cash flows. Evaluate a company's performance using financial statement analysis tools and techniques. Perform accounting procedures for a firm's internal information needs. Explain and employ the accrual basis of accounting. Define basic generally accepted accounting principles. Demonstrate the proper use of a computerized accounting system. Compute and prepare payroll checks. Prepare the required Federal and Kansas payroll reports. Make ethical decisions incorporating the standards of the profession. 	<p>Course Sequence The listing that follows is a recommended sequence of courses for full-time students. The student should consult with an advisor for information specific to their academic situation.</p> <p style="text-align: center;">Recommended Sequence of Courses</p> <table border="0"> <tr> <td>(Fall) Semester I</td> <td></td> <td style="text-align: right;">Cr Hrs</td> </tr> <tr> <td>ACCT 108</td> <td>College Accounting</td> <td style="text-align: right;">3</td> </tr> <tr> <td>MGMK 101</td> <td>Intro to Business</td> <td style="text-align: right;">3</td> </tr> <tr> <td>BUSI 106</td> <td>Business Math or Approved Math Course</td> <td style="text-align: right;">3</td> </tr> <tr> <td>CSIS 100/130</td> <td>Computer Concepts and Applications or Intro to Computer Information Systems</td> <td style="text-align: right;">3</td> </tr> <tr> <td>OTEC 107</td> <td>Office Systems and Procedures</td> <td style="text-align: right;">3</td> </tr> <tr> <td>PSYC 100</td> <td>First Year Seminar</td> <td style="text-align: right;">1</td> </tr> <tr> <td></td> <td>Total</td> <td style="text-align: right;">16</td> </tr> <tr> <td>(Spring) Semester II</td> <td></td> <td></td> </tr> <tr> <td>ACCT 205</td> <td>QuickBooks Accounting</td> <td style="text-align: right;">3</td> </tr> <tr> <td>MGMK 135</td> <td>Human Relations and Supervision</td> <td style="text-align: right;">3</td> </tr> <tr> <td>OTEC 123</td> <td>Office Machines</td> <td style="text-align: right;">2</td> </tr> <tr> <td>BUSI 118</td> <td>Business Communications</td> <td style="text-align: right;">3</td> </tr> <tr> <td>SOSC 101</td> <td>American Government</td> <td style="text-align: right;">3</td> </tr> <tr> <td></td> <td>Approved Business Program Elective</td> <td style="text-align: right;">3</td> </tr> <tr> <td></td> <td>Total</td> <td style="text-align: right;">17</td> </tr> <tr> <td colspan="2">Level I Certificate Credits</td> <td style="text-align: right;">30 - 33</td> </tr> <tr> <td>(Fall) Semester III</td> <td></td> <td></td> </tr> <tr> <td>ACCT 201</td> <td>Financial Accounting I</td> <td style="text-align: right;">3</td> </tr> <tr> <td>ACCT 107</td> <td>Payroll Accounting</td> <td style="text-align: right;">3</td> </tr> <tr> <td>MGMK 147</td> <td>Intro to Management</td> <td style="text-align: right;">3</td> </tr> <tr> <td>ENGL 101</td> <td>English Composition I</td> <td style="text-align: right;">3</td> </tr> <tr> <td>HPER 150</td> <td>Lifetime Fitness</td> <td style="text-align: right;">1</td> </tr> <tr> <td></td> <td>Approved General Ed Course</td> <td style="text-align: right;">3</td> </tr> <tr> <td></td> <td>Total</td> <td style="text-align: right;">16</td> </tr> <tr> <td colspan="2">Level II Certificate Credits</td> <td style="text-align: right;">46 - 49</td> </tr> <tr> <td>(Spring) Semester IV</td> <td></td> <td></td> </tr> <tr> <td>ACCT 202</td> <td>Managerial Accounting</td> <td style="text-align: right;">3</td> </tr> <tr> <td>COMM 213</td> <td>Interpersonal Communications</td> <td style="text-align: right;">3</td> </tr> <tr> <td>ECON 200/201</td> <td>Microeconomics or Macroeconomics</td> <td style="text-align: right;">3</td> </tr> <tr> <td>BUSI 114</td> <td>Business Law</td> <td style="text-align: right;">3</td> </tr> <tr> <td>CSIS 111</td> <td>Spreadsheet Applications</td> <td style="text-align: right;">1</td> </tr> <tr> <td>BUSI 112</td> <td>Business Field Study or Approved Business Program Elective</td> <td style="text-align: right;">2</td> </tr> <tr> <td></td> <td>Total</td> <td style="text-align: right;">15</td> </tr> <tr> <td colspan="2">Associate of Applied Science Degree Program Credits</td> <td style="text-align: right;">64</td> </tr> </table>	(Fall) Semester I		Cr Hrs	ACCT 108	College Accounting	3	MGMK 101	Intro to Business	3	BUSI 106	Business Math or Approved Math Course	3	CSIS 100/130	Computer Concepts and Applications or Intro to Computer Information Systems	3	OTEC 107	Office Systems and Procedures	3	PSYC 100	First Year Seminar	1		Total	16	(Spring) Semester II			ACCT 205	QuickBooks Accounting	3	MGMK 135	Human Relations and Supervision	3	OTEC 123	Office Machines	2	BUSI 118	Business Communications	3	SOSC 101	American Government	3		Approved Business Program Elective	3		Total	17	Level I Certificate Credits		30 - 33	(Fall) Semester III			ACCT 201	Financial Accounting I	3	ACCT 107	Payroll Accounting	3	MGMK 147	Intro to Management	3	ENGL 101	English Composition I	3	HPER 150	Lifetime Fitness	1		Approved General Ed Course	3		Total	16	Level II Certificate Credits		46 - 49	(Spring) Semester IV			ACCT 202	Managerial Accounting	3	COMM 213	Interpersonal Communications	3	ECON 200/201	Microeconomics or Macroeconomics	3	BUSI 114	Business Law	3	CSIS 111	Spreadsheet Applications	1	BUSI 112	Business Field Study or Approved Business Program Elective	2		Total	15	Associate of Applied Science Degree Program Credits		64
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For more information contact:
Program advisor
Linda Jones, 620-431-2820, ext. 227
ljones@neosho.edu

Figure 50 Accounting Program Sheet

General Education Assessment

The general education learning outcomes at NCCC are posted on the [college website](#), posted in various locations throughout campus [[Example Picture of Bulletin Board](#)], and the Curriculum Committee approved the addition of these outcomes to syllabi for transfer courses [General Education information in the [College Catalog](#)]. Students who have fulfilled general education expectations at Neosho County Community College will be prepared to:

- Practice responsible citizenship through:**
 - identifying rights and responsibilities of citizenship,
 - identifying how human values and perceptions affect and are affected by social diversity,
 - identifying and interpreting artistic expression;
- Live a healthy lifestyle (physical, intellectual, social) through:**

- listing factors associated with a healthy lifestyle and lifetime fitness,
 - identifying the importance of lifetime learning,
 - demonstrating self-discipline, respect for others, and the ability to work collaboratively as a team;
3. **Communicate effectively through:**
- developing effective written communications skills,
 - developing effective oral communication and listening skills;
4. **Think analytically through:**
- utilizing quantitative information in problem solving,
 - utilizing the principles of systematic inquiry,
 - utilizing various information resources including technology for research and data collection.

General education outcomes are assessed by targeting a strong sample of all courses where faculty (through the Assessment and Program Review Committee) have identified a specific link with one or more of the general education outcomes.

- Originally, the Assessment and Program Review Committee asked for input from all faculty to identify course learning outcomes that linked to one of the general education outcomes above. The result was an enormous data set of 441 individual course outcomes that became part of the general education matrix [[General Education Matrix \(2007-2010\)](#)].
- The Assessment and Program Review Committee realized that this data set was way too large to be able to identify problem areas and track changes, so in 2010-2011, it was re-evaluated by the committee and pared down to 128 course outcomes in the matrix that are now used to assess the general education of our students. [[General Education Matrix \(Current\)](#)].
- The course outcome data collected by instructors are compiled to identify a score per general education outcome. This information is monitored on a yearly basis and reported at yearly inservice, shared with the Board of Trustees and posted on the website.
- The [last three years of general education outcomes scores](#) were described in [Component 4.A.4](#). There is a target score for each general education outcome of 70% based on instructor input for those courses that have one or more of the general education outcomes specifically identified for monitoring and evaluation.

2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.

Course Level Assessment

Instructors set the target mean score and then come up with a method to assess the goal within each course.

- Each instructor has academic freedom for methodology to assess that outcome. Some of these include outcomes-referenced rubrics, projects, and, of course, examinations.

At the end of each time the course is taught, the instructor then reports, in an online form that feeds into an electronic database, a mean score per each outcome for that section for the members of the class. [[Sample Course Outcomes Assessment Report](#)].

- These scores are gathered from every instructor of every section of the course for that year and the weighted averages are used to provide annual reports.
- Assessment data is required for every outcome from every section from every course from every semester.

An example of course outcome assessment data is shown here:

Course Outcome Assessment Data				
	Weighted Averages			
Math 113 - College Algebra	08-09	09-10	10-11	11-12
CO 1 - algebraic manipulations including simplifying, exponents, and radicals	82%	86%	88%	84%
CO 2 - recognize functions and notation: algebraic, exponential, logarithmic, graphing, inverse, and composition	78%	85%	79%	78%
CO 3 - solution techniques, including graphing for: first and second degree equations and inequalities, systems of first and second degree equations and inequalities, and polynomials, rational, radical, exponential, and logarithmic equations	80%	77%	69%	70%
CO 4 - translation and solution for application (verbal) problems	70%	66%	70%	71%
CO 5 - use of functions to model, solve or predict outcomes for real world problems	71%	71%	70%	64%
CO 6 - identify and graph the conic sections using general and standard forms	65%	83%	74%	72%
# Students Assessed	220	197	243	247

Figure 51 Course Outcome Assessment Data - MATH 113 College Algebra

Program Level Assessment

The currently identified programs at NCCC each have developed program-level outcomes that are assessed using the individual course level outcomes. Each program has created an assessment matrix that is updated as needed. [[Program Assessment Matrices](#)]. Curricular programs at NCCC currently go through a process of assessment that is longitudinal. Program assessment reports are completed by faculty in the discipline, and then those reports are used in the five year program review process at the College. The annual program assessment report uses the established program matrix and links individual course outcomes to the program level outcomes. Scores are

recorded by instructors for course outcomes, and then those scores are used in the assessment at the program level. As an example, the mathematics program assessment matrix from the 2008-2009 academic year is provided below:

PROGRAM ASSESSMENT MATRIX – 08-09
Mathematics – AS Degree
 Submitted by Nathan Stanley – Current as of 12-21-09

Skills Outcomes

1. Define arithmetic, algebraic, geometric, spatial, and statistical concepts
2. Calculate arithmetic, algebraic, geometric, spatial, and statistical quantities using appropriate technology
3. Estimate arithmetic, algebraic, geometric, spatial, and statistical solutions
4. Solve arithmetic, algebraic, geometric, spatial, and statistical expressions, equations, functions, and problems using appropriate technology
5. Represent mathematical information numerically, symbolically, graphically, verbally, and visually using appropriate technology
6. Develop mathematical and statistical models such as formulas, functions, graphs, tables, and schematics using appropriate technology
7. Interpret mathematical and statistical models such as formulas, functions, graphs, tables, and schematics, drawing conclusions and making inferences based on those models.
8. Explore mathematical systems utilizing rich experiences that encourage independent, nontrivial, constructive exploration in mathematics
9. Communicate mathematical thoughts and ideas clearly and concisely to others in the oral and written form

Course Number	Course Name	Program Outcome 1	Program Outcome 2	Program Outcome 3	Program Outcome 4	Program Outcome 5	Program Outcome 6	Program Outcome 7	Program Outcome 8	Program Outcome 9
MATH 110	College Algebra with Review	CO 1	CO 1, 2	CO 4	CO 4	CO 4	CO 3	CO 3, 4		CO 3, 5
MATH 113	College Algebra	CO 1, 6	CO 1	CO 3	CO 3	CO 2	CO 5			CO 4
MATH 122	Plane Trigonometry		CO 1, 7, 8	CO 4	CO 2, 5, 6	CO 3		CO 9		
MATH 133	Quantitative Reasoning		CO 1		CO 1, 2	CO 3		CO 5	CO 4	CO 2, 3
MATH 143	Elementary Statistics	CO 1	CO 3			CO 5	CO 5	CO 4	CO 2	CO 4
MATH 150	Analytic Geometry and Calculus I	CO 1	CO 2		CO 3	CO 1, 4		CO 5	CO 5	
MATH 155	Analytic Geometry and Calculus II		CO 1	CO 1, 4, 5	CO 2, 3, 5	CO 2, 7, 9		CO 6	CO 8	
MATH 204	Mathematics for Education I	CO 1, 3	CO 5		CO 1, 2, 5	CO 3	CO 2, 3	CO 4		
MATH 253	Analytic Geometry and Calculus III		CO 1, 2, 3	CO 1, 2, 3	CO 2	CO 1, 2, 3			CO 1, 2, 3	CO 3
MATH 255	Differential Equations	CO 1			CO 2				CO 1, 2, 3	

CO = Course Outcome Number
 T:\Assessment 08-09\Program Assmnt Matrices 08-09\Math - AS Deg 08-09.docx 4/18/2013

Figure 52 Example Program Assessment Matrix

The courses and individual course outcomes that link to the program goals are listed. During the academic year, course assessment data is collected from each section of each course and is, once the academic year is complete, compiled into a report. So, as an example, the [mathematics program assessment data](#) for program outcomes 1 through 3 from 2008-2009 is as follows:

Mathematics Program Assessment Data								
<u>PROGRAM OUTCOME</u>	<u>COURSE</u>	<u>CRSE OTCM</u>	<u># STDNTS ASSESSED</u>	<u>WEIGHTED AVERAGE %</u>	<u>GOALS MET</u>	<u>GOALS UNMET</u>	<u>GOALS MET %</u>	<u>GOALS UNMET%</u>
MATH 1	MATH 110	1	118	76	6	1	86%	14%
	MATH 113	1	220	82	15	0	100%	0%
	MATH 113	6	108	65	6	3	67%	33%
	MATH 143	1	59	81	5	0	100%	0%
	MATH 150	1	34	76	3	1	75%	25%
	MATH 204	1	4	92	1	0	100%	0%
	MATH 204	3	4	94	1	0	100%	0%
	MATH 255	1	NA	NA	NA	NA	NA	NA
		8	547	77	37	5	88%	12%
<u>PROGRAM OUTCOME</u>	<u>COURSE</u>	<u>CRSE OTCM</u>	<u># STDNTS ASSESSED</u>	<u>WEIGHTED AVERAGE %</u>	<u>GOALS MET</u>	<u>GOALS UNMET</u>	<u>GOALS MET %</u>	<u>GOALS UNMET%</u>
MATH 2	MATH 110	1	118	76	6	1	86%	14%
	MATH 110	2	118	68	3	4	43%	57%
	MATH 113	1	220	82	15	0	100%	0%
	MATH 122	1	22	78	1	1	50%	50%
	MATH 122	7	22	84	2	0	100%	0%
	MATH 122	8	0	0	0	0	0%	0%
	MATH 133	1	NA	NA	NA	NA	NA	NA
	MATH 143	3	59	67	2	3	40%	60%
	MATH 150	2	34	84	3	1	75%	25%
	MATH 155	1	7	67	0	1	0%	100%
	MATH 204	5	4	94	1	0	100%	0%
	MATH 253	1	2	87	1	0	100%	0%
	MATH 253	2	2	87	1	0	100%	0%
	MATH 253	3	2	90	1	0	100%	0%
			14	610	77	36	11	77%
<u>PROGRAM OUTCOME</u>	<u>COURSE</u>	<u>CRSE OTCM</u>	<u># STDNTS ASSESSED</u>	<u>WEIGHTED AVERAGE %</u>	<u>GOALS MET</u>	<u>GOALS UNMET</u>	<u>GOALS MET %</u>	<u>GOALS UNMET%</u>
MATH 3	MATH 110	4	15	78	1	0	100%	0%
	MATH 113	3	220	80	14	1	93%	7%
	MATH 122	4	22	77	1	1	50%	50%
	MATH 155	1	7	67	0	1	0%	100%
	MATH 155	4	7	73	0	1	0%	100%
	MATH 155	5	7	76	0	1	0%	100%
	MATH 253	1	2	87	1	0	100%	0%
	MATH 253	2	2	87	1	0	100%	0%
	MATH 253	3	2	90	1	0	100%	0%
		9	284	79	19	5	79%	21%

Figure 53 Mathematics Program Assessment Data

General Education Assessment

Assessment data from course outcomes that have been identified by faculty to link to one of the four general education goals are used to monitor student success in general education. In 2010, when the “new” general education matrix was established, institutional research was able to use archived data and go back to 2008-2009 assessment data to identify trends in general education goals. The following is a summary report of the general education scores using the “new” matrix between the 2008/2009 and the 2011/2012 academic years. [[Complete General Education Data Files](#)].

General Education Scores Summary											
YEAR	PROGRAM OUTCOME	CRSE OTCM	# STDNTS ASSESSED	PROGRAM OUTCOME WEIGHTED AVG SCORE	COURSE GOALS MET	COURSE GOALS UNMET	TOTAL PROGRAM OUTCOME GOALS MET %	INDV ASMNT GOALS MET	INDV ASMNT GOALS UNMET	INDV ASMNT GOALS MET %	INDV ASMNT GOALS UNMET %
2008-09	ANALYTICAL THINKING	38	3779	79	36	2	95%	161	60	73%	27%
2008-09	CITIZENSHIP	35	2663	81	27	4	87%	120	30	80%	20%
2008-09	COMMUNICA TION	21	3981	82	20	0	100%	171	33	84%	16%
2008-09	HEALTHY LIFESTYLES	34	6374	81	34	0	100%	255	71	78%	22%
2008-09	GENERAL EDUCATION	128	16797	80	117	6	95%	707	194	78%	22%
2009-10	ANALYTICAL THINKING	38	3737	79	35	3	92%	206	66	76%	24%
2009-10	CITIZENSHIP	35	2461	81	29	5	85%	137	33	81%	19%
2009-10	COMMUNICA TION	21	4094	83	20	0	100%	234	19	92%	8%
2009-10	HEALTHY LIFESTYLES	34	5541	78	29	5	85%	231	92	72%	28%
2009-10	GENERAL EDUCATION	128	15833	80	113	13	90%	808	210	79%	21%
2010-11	ANALYTICAL THINKING	38	4524	76	31	6	100%	223	82	73%	27%
2010-11	CITIZENSHIP	35	3757	80	24	7	100%	188	29	87%	13%
2010-11	COMMUNICA TION	21	5581	80	21	0	100%	282	37	88%	12%
2010-11	HEALTHY LIFESTYLES	34	8999	78	33	1	97%	352	84	81%	19%
2010-11	GENERAL EDUCATION	128	22861	78	109	14	85%	1045	232	82%	18%
2011-12	ANALYTICAL THINKING	38	5834	75	32	5	84%	256	99	72%	28%
2011-12	CITIZENSHIP	35	4527	80	28	5	100%	212	38	85%	15%
2011-12	COMMUNICA TION	21	6311	81	21	0	100%	314	43	88%	12%
2011-12	HEALTHY LIFESTYLES	34	10819	79	34	0	100%	379	76	83%	17%
2011-12	GENERAL EDUCATION	128	27491	79	115	10	90%	1161	256	82%	18%

Figure 54 General Education Scores Summary

Student demonstration and assessment of analytical thinking remains a concern. While the College maintains over the minimum target score, we have not seen improvement as is desired. An analysis of the data has been completed and presented to faculty.

[\[Analytical Thinking Analysis 2009-12\]](#). Several inservice sessions with faculty have been used to provide information, brainstorm ideas, and reinforce the fact that analytical thinking is used more often than students (and sometimes others) really realize.

[\[Assessment Presentation – January 2013 Inservice\]](#). The review of this outcome will be emphasized until we see an upward trend in the assessment data.

Co-curricular programs are also examined for effectiveness. As an example, the honors program has been undergoing a review and revision process during 2012-13 resulting in revamped criteria which will include an essay component. The leadership course will become part of the regular course offering rotation. These changes have been made in a process that included presentation of options to faculty, and to staff involved with the program, to employ best practices from other programs.

The College also uses the [CCSSE survey](#) to assess co-curricular programs and activities. The following is a data set of those items on the CCSSE survey that are used to monitor student self-reported use, their perception of importance, and their satisfaction with co-curricular activities at the College.

Items on the CCSSE Survey that Assess Co-curricular Activities									
Item	2009 NCCC	2011 NCCC		Small Colleges			2011 Cohort		
	Mean	N	Mean	N	Mean	Effect Size*	N	Mean	Effect Size*
4. In your experiences at this college during the current school year, about how often have you done each of the following? 1 = Never, 2 = Sometimes, 3 = Often, 4 = Very often									
Participated in a community-based project as a part of a regular course	1.39	450	1.29	133,725	1.33		438,403	1.32	
Worked with instructors on activities other than coursework	1.4	446	1.57	132,979	1.45		435,688	1.42	0.21*
10. About how many hours do you spend in a typical 7-day week doing each of the following? 0 = None, 1 = 1-5 hours, 2 = 6-10 hours, 3 = 11-20 hours, 4 = 21-30 hours, 5 = More than 30 hours									
Participating in college-sponsored activities (organizations, campus publications, student government, intercollegiate or intramural sports, etc.)	0.69*	451	0.5	132,854	0.32	0.23*	435,192	0.28	0.30*
13.1. How often you use the following services? 1 = Rarely/Never, 2 = Sometimes, 3 = Often									
Frequency: Student organizations	1.42	305	1.37	86,021	1.39		274,521	1.36	
13.2. How satisfied you are with the services? 1 = Not at all, 2 = Somewhat, 3 = Very									
Satisfaction: Student organizations	1.87	209	1.94	58,747	2.03		177,472	1.99	
13.3. How important the services are to you? 1 = Not at all, 2 = Somewhat, 3 = Very									
Importance: Student organizations	1.79	417	1.75	122,722	1.87		399,572	1.86	

Figure 55 CCSSE Survey: Items on Co-Curricular Activities

3. The institution uses the information gained from assessment to improve student learning.

Each inservice week (prior to the start of classes in August and January) includes [presentations and workshops on assessment of student learning](#). In addition, the Assessment and Program Review Committee meets monthly during the academic year to review information and propose recommendations related to the assessment process. With the Kansas Board of Regents mandating a statewide transfer core in general education faculty have worked during the 2012-13 academic year to revise outcomes in those courses to reflect statewide alignment. This, in turn, creates a ripple effect to other courses and program outcomes, and can impact general education outcomes. The institution is actively investigating methods and software applications to continue to

enhance the value of the assessment process for the instructors. Special attention is paid to ensure adjunct instructors understand and participate in the assessment process.

Assessment information is collected and used for:

- Courses
- [Program Assessment Reports](#) (yearly reports through 2012-13, biannual beginning 2013-14))
- [Program Reviews](#) (five year reports on average)
Evidence for course level usage will be found in the course assessment reports submitted by instructors. The database that contains these reports is massive, so examples will be found and provided by the Coordinator of Assessment.
- [End of Year Assessment Meetings with Full-time and Adjunct instructors:](#)
Full-time and adjunct instructors get together to discuss assessment results, share ideas/experiences, and discuss changes for the future in each discipline.

The data that has been presented so far in this report includes primarily quantitative data that the College uses for assessment of student learning. In addition to that, the assessment process uses qualitative narratives from faculty associated with both the course and program assessment.

Course Level Assessment

When instructors fill out their assessment report at the end of teaching a course [[Sample Course Outcomes Assessment Report](#)], they report on their outcomes assessment score, but they are also asked to provide answers to the following questions:

“Indicate specific changes, recommendations, and/or enhancements in pedagogy, advising, scheduling, and/or course content that were undertaken in the previous semester effected student learning in this semester.”

“What additional resources are needed to further improve student learning for this course?”

“Please explain any significant circumstances that may have impacted the mean score in an unexpected manner. (Example: Several students did not complete this individual outcome which means several scores of 0 were averaged into the mean).”

Also, for each outcome score, the instructor is asked to respond to the following:

“Indicate specific changes, recommendations, and/or enhancements in pedagogy, course content, assessment measures, advising, scheduling, or course outcomes that you anticipate making in this class as a result of these data.”

So faculty are encouraged to continuously report on assessment data, indicate changes that they've done to impact what's happened currently, and make plans for future enhancements. Some example narratives from individual assessment reports are as follows:

Example Excerpts From Assessment Reports
<p>“I included works cited on all my tests, and I also added it as a step on all the speeches. In addition, I created a handout, which students used during tests and creation of speeches.”</p> <p>Mary Weilert – COMM 207 Speech</p>
<p>“A new textbook was adopted. Many instructors favor it over the old textbook. Also, an online homework and quiz application, Enhanced WebAssign, was used for the first time. A student could work a problem and answer it, check for its correctness, and then if necessary look at video tutorials that demonstrate how to work a similar problem. This gave the students the advantage of having immediate feedback as to whether they are working a problem correctly. And, it gave them the resource of video tutorials available at a moment's notice, which goes a long way towards compensating for a student's physical separation from the instructor while they're doing their homework.”</p> <p>Nathan Stanley – MATH 113 College Algebra</p>
<p>“I have established a set of lab assignments that are performed that utilize the available lab equipment. I also used more labs that required graphing to present relationships. This was to help the students obtain basic math skills as well as to help them see a relationship presented.”</p> <p>Charles Bowers (Adjunct) – PHYS 172 Physical Science</p>
<p>“I will incorporate more vocabulary assignments into this module of the course. Though the students had plenty of opportunity to increase their vocabulary skills through writing essays, journaling, and reading, I did not offer enough occasions to assess how their vocabulary skills specifically developed.”</p> <p>Nancy Hindle (Adjunct, now Full-time) – ENGL 101 English Composition I</p>

Figure 56 Example Excerpts from Assessment Reports

Program Level Assessment

[Program level assessment reports](#) are representative of transfer and career and technical education assessment reports. A discussion with faculty and administration has determined that the annual cycle with program assessment has not been as effective as a two year cycle may be at bringing a broader perspective. Therefore, starting in 2013-2014 a new schedule of program assessment will be initiated. [See also: [Component 4.A.1](#)].

The following email excerpts were sent to Dr. Steve Yuza, a member of the Criterion 4 subcommittee. They provide evidence of how faculty members have utilized the assessment process in the past.

Faculty Perspectives on Assessment Process	
<p>"The institution uses the information gained from assessment to improve student learning. I've added extra practice problems to the biochemistry, nervous system, urinary system, and circulatory system sections of Anatomy & Physiology. I've expanded the availability of anatomical models outside of regular class times by adding more models and easier access. I've added extra practice problems to the osmosis, Mendelian and post-Mendelian genetics, and transcription/translation sections of General Biology."</p> <p style="text-align: right;">Mike Campbell – Biological Science Instructor</p>	<p>"I have added videos to both online and on-campus courses for students to review in Intro to Business, Microeconomics, and Macroeconomics. I have also reviewed assessment scores to add class activities to apply and synthesize concepts such as diminishing marginal returns and economies of scale in Microeconomics incorporating teaching strategies based on Howard Gardner's research on multiple intelligences and Bloom's Taxonomy."</p> <p style="text-align: right;">Dr. Mark Watkins – former Business Instructor</p>

Figure 57 Faculty Perspectives on Assessment Process

General Education Assessment

As mentioned earlier the assessment of general education goals at the College is based on the course level learning outcomes. In looking at trends in the data, the College noticed a downward trend over the last several years associated with the goal of thinking analytically. In response to this, the Coordinator of Assessment worked on identifying the areas in the general education matrix that were contributing to the lower scores. An [analysis of the analytical thinking assessment data](#) was completed over three years (2009/2010, 2010/2011, and 2011/2012). A small sample of the report showing some areas of concern is shown below:

Analysis of Analytical Thinking Assessment Data												
YEAR	CO	Course	# STDNTS	TARGET SCORE	WEIGHTED AVERAGE SCORE	COURSE GOALS MET	COURSE GOALS UNMET	INDV ASMNT GOALS MET	INDV ASMNT GOALS UNMET	INDV ASMNT GOALS TOTAL	INDV ASMNT GOALS MET %	INDV ASMNT GOALS UNMET %
09-10	2	CHEM 216	59	70	87	1	0	4	0	4	100%	0%
10-11	2	CHEM 216	24	70	74	1	0	1	1	2	50%	50%
11-12	2	CHEM 216	44	70	75	1	0	2	1	3	67%	33%
		CHEM 216 Total				3	0	7	2	9		

Analysis of Analytical Thinking Assessment Data

YEAR	CO	Course	# STDNTS	TARGET SCORE	WEIGHTED AVERAGE SCORE	COURSE GOALS MET	COURSE GOALS UNMET	INDV ASMNT GOALS MET	INDV ASMNT GOALS UNMET	INDV ASMNT GOALS TOTAL	INDV ASMNT GOALS MET %	INDV ASMNT GOALS UNMET %
09-10	3	CHEM 216	59	70	84	1	0	3	1	4	75%	25%
10-11	3	CHEM 216	24	70	87	1	0	2	0	2	100%	0%
11-12	3	CHEM 216	44	70	81	1	0	3	0	3	100%	0%
		CHEM 216 Total				3	0	8	1	9		
09-10	6	CSIS 100	218	70	71	1	0	8	6	14	57%	43%
10-11	6	CSIS 100	261	70	72	1	0	9	7	16	56%	44%
11-12	6	CSIS 100	361	70	75	1	0	15	6	21	71%	29%
		CSIS 100 Total				3	0	32	19	51		
09-10	7	CSIS 100	218	70	59	0	1	5	9	14	36%	64%
10-11	7	CSIS 100	261	70	62	0	1	5	11	16	31%	69%
11-12	7	CSIS 100	353	70	63	0	1	9	11	20	45%	55%
		CSIS 100 Total				0	3	19	31	50		
09-10	4	CSIS 130	100	70	94	1	0	7	0	7	100%	0%
10-11	4	CSIS 130	111	70	96	1	0	8	0	8	100%	0%
11-12	4	CSIS 130	109	70	93	1	0	8	0	8	100%	0%
		CSIS 130 Total				3	0	23	0	23		
09-10	5	CSIS 130	100	70	91	1	0	7	0	7	100%	0%
10-11	5	CSIS 130	111	70	90	1	0	8	0	8	100%	0%
11-12	5	CSIS 130	109	70	94	1	0	8	0	8	100%	0%
		CSIS 130 Total				3	0	23	0	23		

Analysis of Analytical Thinking Assessment Data												
YEAR	CO	Course	# STDNTS	TARGET SCORE	WEIGHTED AVERAGE SCORE	COURSE GOALS MET	COURSE GOALS UNMET	INDV ASMNT GOALS MET	INDV ASMNT GOALS UNMET	INDV ASMNT GOALS TOTAL	INDV ASMNT GOALS MET %	INDV ASMNT GOALS UNMET %
09-10	6	CSIS 130	100	70	85	1	0	7	0	7	100%	0%
10-11	6	CSIS 130	111	70	83	1	0	8	0	8	100%	0%
11-12	6	CSIS 130	109	70	84	1	0	8	0	8	100%	0%
		CSIS 130 Total				3	0	23	0	23		

Figure 58 Analysis of Analytical Thinking Assessment Data

When CCSSE results indicated that students believed they were not being challenged with general education exposure the faculty worked together and added specific general education outcomes in course syllabi, and the College increased awareness of general education learning outcomes. [[General Education Information in College Catalog](#), [Example Picture of Bulletin Board](#)].

Analytical thinking has been targeted for further faculty discussion and action to try and address its assessment rating. At both the August and January inservice meetings for 2012-13, general education assessment, with a specific emphasis on analytical thinking, were mandatory faculty sessions resulting in robust discussion and identification of various strategies to implement and evaluate during the next four semesters. [[Program Review and Assessment Committee Minutes](#)].

4. The institution’s processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Best Practices

The assessment activities at NCCC reflect best practices. We believe in our process of assessment and our methodologies and know that it is constantly evolving and adapting to the needs of our students and with the work of our faculty.

- Our assessment process has been awarded the following honors:
 - 2008 Exemplary Initiatives Competition – Winning Entry from the National Council of Instructional Administrators

- 2009 – Bellwether Award Finalist from the Community College Futures Assembly
- Additionally, our system is used by (or adapted for use by):
 - Independence Community College
 - Cloud County Community College
 - Colby County Community College
 - Iowa Western Community College
- The outcomes assessment system has been presented and well received at the following national conference [[Assessment Presentations](#)].
 - NISOD
 - League for Innovations
 - AACCT Congress
 - HLC Annual Meeting (twice)
 - Innovations CIT (now called STEM Tech)

Substantial Participation

Currently every time a course is offered at NCCC, the instructor is required to complete an assessment report for that course event. The completion rates for full time faculty have been consistently high, with recent results among the highest. The part-time faculty have been on the rise as well, up to 95% in Fall of 2011. A review of these completion rates are provided as follows since 2005.

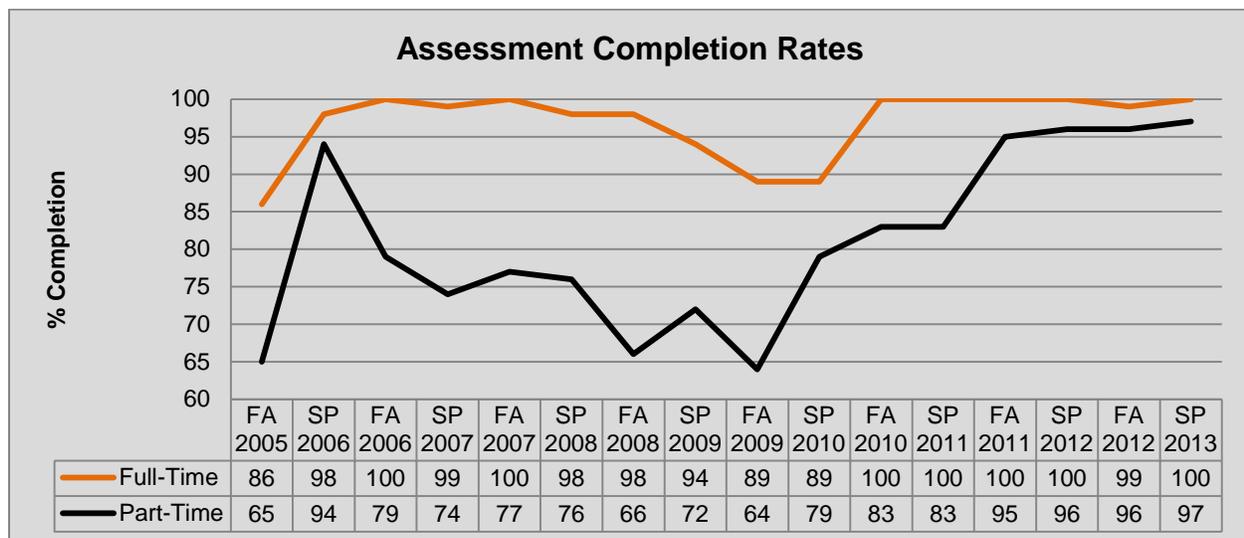


Figure 59 Course Outcome Assessment Report Completion Rates

- Also, the faculty believe in the assessment process and are actively engaged in it. The faculty at NCCC agreed to include assessment activities as part of the [normal professional workload](#) as defined in the Negotiated Agreement.
- The program review and assessment process is dependent on individual participation in assessment practices.

- A yearly report to the Board of Trustees is made to ensure they are aware of the work being done at the College with regard to assessment.
- Assessment information is used to inform budgetary decisions, and to inform the institutional effectiveness dashboard.

4C. The institution demonstrates a commitment to educational improvement through ongoing attention to 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 but attainable and appropriate to its mission, student populations, and educational offerings.**

The [Educational Master Plan](#) states that “The Board of Trustees of Neosho County Community College has identified improving retention as a primary goal for the College. To that end, the College has embarked on a multifaceted plan to improve retention. The goal is to increase retention by 1-3% per year.” The goal is to stay above the national average (IPEDS) for earning an associate degree. Within the last two years the Student Learning Division personnel have begun discussing and sharing of information related to retention and completion as part of the institution’s restructuring toward a more comprehensive enrollment management environment. Changes are being made related to advising, early warning for students not at a C grade level in their courses, and in providing more access to counseling to reinforce retention of students.

Additionally, the Athletic Department has goals directly related to the student-athletes’ performance in the classroom. NCCC coaches have been directed to recruit student-athletes that can be “successful in the classroom, successful on the court, successful on our campus, and a successful member of our community.” The Athletic Director has established a GPA goal of 3.0 for the entire Athletic Department. The College also makes every effort to prepare the student-athletes for transfer to NCAA / NAIA institutions. Many of these transfer requirements for student-athletes are related to the student-athlete’s academic progress. Athletic teams may be rewarded for achieving high team GPAs. As an example, the President has chosen to split his Panther Club membership dues between the men’s and women’s athletics teams with the highest GPA each spring semester. The men’s and women’s teams earning the highest GPA each fall semester are publically recognized at an awards ceremony and presented with a commemorative plaque.

2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.

The institution requires each student to review and revise information per enrollment period related to their reason for attending the College. [[Personal Information Update – InsideNC](#)]. The College will pilot a monitoring process of this information in an effort to analyze retention related to reasons that are not associated only at the completer level common to the state and federal reporting. Realizing that many of our students attend to complete some general education, to gain certain specific occupational skills, or to benefit from personal enrichment does not lessen our service to them, but does demand that we help monitor their needs and how well we meet them.

The State of Kansas transfer system does not encourage graduation because only a percentage of the courses seamlessly transfer to the Regents Universities. KBOR has acknowledged this and has begun to accept a set of courses for seamless transfer; however, that list falls well short of the required credit hours for an associate of arts and associate of science. In fact, that list of transfer courses was only accepted beginning summer 2012. Things are changing, basically, the Regents universities are now interested in signing reverse transfer agreements so that students can complete their associates degree by transferring courses back to NCCC once they are completed at the four-year institution and thereby complete their associates degree. Acquiring complete student transfer data within the state system is less than complete due to FERPA interpretation disagreements between institutions and within the state regents' legal staff.

[2011 IPEDS](#) data indicates that full-time student retention is at 50%, and part-time students is at 36%. Specific areas of analysis includes developmental education to college level performance, first-year seminar course (for first-time, full-time freshmen), and student educational goals. Also, the data obtained from [Noel-Levitz](#) and [CCSSE](#) surveys is analyzed, with those areas with lower ratings being targeted for more in-depth analysis and consideration of specific actions to improve those areas. See the components in the [Institutional Effectiveness Dashboard](#) related to Noel-Levitz and CCSSE.

Full-Time-First-Time-In-Any-College (FTFTIAC)

Neosho County Community College tracks [Fall to Fall Retention rates for students in the Full-Time-First-Time-In-Any-College \(FTFTIAC\)](#) cohort.

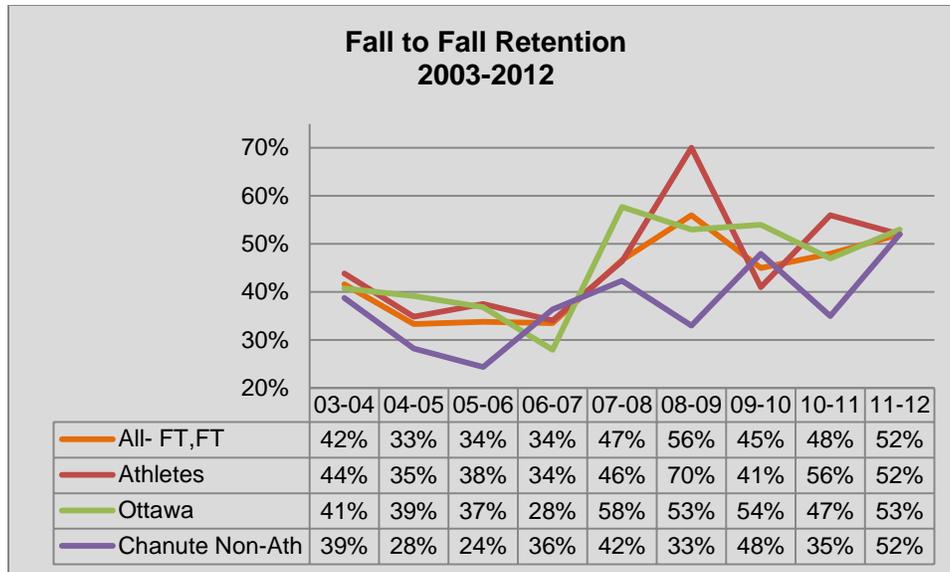


Figure 60 Fall to Fall Retention Data

To collect data relevant to student retention, NCCC makes use of the CCSSE and Noel-Levitz surveys, which the Curriculum Committee uses in order to formulate “suggestions for ways of improving engagement of students and student satisfaction with the learning process.” Utilizing the results of these nationally recognized standardized surveys ensures that this institution’s methodologies are consistent with those across the nation. In addition, NCCC is joining the National Community College Benchmarking project (summer 2013) to participate in data sharing and evaluation with peer institutions. Part of the data analysis will include efforts at retention. IPEDS data is reported regularly and reviewed annually as well. The College is constantly striving to increase engagement of students through surveys, personal contact, and other methods to get feedback from students concerning their difficulties and barriers to being successful in their coursework and in completing their programs of study.

3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.

The [Educational Master Plan](#) contains within it a retention plan that was designed to increase retention. It includes the following changes that have been made:

- The Early Warning System is a process to monitor and intervene with students not earning at least a grade of C in their courses, the system is used 3 times per full semester.
- The [Panther Elite Scholarship](#) that rewards high GPA as a retention tool

- The re-design of the Developmental Education program, including changes to assessment cut scores and monitoring student success in college level courses linked to the developmental courses in mathematics, reading, and writing.
- The creation and staffing of the TLC at the Ottawa Campus
- Augmentation of the tutoring budgets
- Implementation of online tutoring

Examples from CTE programs, such as Nursing, have done the following things to improve retention and completion:

- Leadership class for Nursing,
- group advising,
- changed A&P pre-reqs because Nursing wanted additional rigor as student knowledge was not sufficient.

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.)

IPEDS is good practice; however, it is not robust enough to capture the nuances of a community college student and their reasons for attending community colleges. NCCC created an electronic student survey which utilizes our LMS, InsideNC, to gather the students' educational goal beyond just degree-seeking. [[Personal Information Update – InsideNC](#)]. Analysis of the data will be piloted during 2013-14 for further intervention measures to enhance student retention and completion.

NCCC has become aware of a CNN Money report, "[How Does Your Community College Stack Up?](#)", that uses a metric known as success rate, which combines graduation rate and successful transfer to a four-year institution. NCCC scored a 61% on that report, ranking it 32nd in the nation over 700 institutions studied. Within Kansas, NCCC was the third highest institution. Currently, the Kansas Board of Regents is developing its own student success index, which also combines graduation with successful transfer. In coming years, they will apply this metric to all 36 public institutions.

The Curriculum Committee is charged with leading discussion on incorporating academic retention techniques in the classroom, such as cooperative learning, service learning, and outside the classroom learning, In the spring of 2011, the Curriculum Committee

approved a series of recommendations to increase student retention and persistence. [[Curriculum Committee Minutes – March 16, 2011](#)]. These recommendations were later incorporated into the Student Success Retention Plan. This document outlines specific goals for the following areas: academic, academic support, activities, financial aid, and recruiting.

The faculty received results of the [CCSSE](#) and [Noel-Levitz](#) surveys for the sake of improving engagement of students and student satisfaction with the learning process. Continued years of service reinforce faculty retention including head coaches, who are considered full-time faculty. In the [President's Goals for 2013](#), a specific element was to enhance employee retention. [Years of Service Data available in Human Resources Office].

Restructuring within the [Student Learning Division](#) has been designed to enhance available resources to emphasize retention and completion efforts, with special attention to improving advising, enrollment management services, counseling, student life activities, learning centers (for tutoring, testing, placement, etc.), and college recruitment and college relations to help reinforce marketing and public information.

NCCC Analysis of Criterion Four

Strengths:

- NCCC has a graduation rate above the national average.
- NCCC retention data indicates a generally upward/improving trend since 2005.
- NCCC transfer students have a strong performance at transfer institutions based on data from the Kansas Board of Regents.
- NCCC assessment of student learning process has been recognized as a model by several external groups (Bellwether finalist, HLC, etc.).
- Full-time faculty participation with the assessment process is 100% and adjunct instructor participation exceeds 90%.
- NCCC uses national assessment tools (i.e., Noel-Levitz and CCSSE) to gauge student perspectives and satisfaction with their college experience, and uses the data to target efforts for improvement and recognition of excellence.
- NCCC provides resources to support faculty and staff professional development (exceeding the staff development budget in the past two fiscal years).
- NCCC recognizes one faculty member and one non-faculty employee each year for excellence in their role, and sends the individuals to a national conference such as League for Innovation or NISOD for further recognition and professional development.

- NCCC is in good standing with external accreditation agencies for several career/technical education programs (nursing, occupational therapy assistant, surgical technology, health information technology, business).
- NCCC participates in curriculum alignment projects through the Kansas Board of Regents for career/technical education programs to reinforce consistency and rigor of skills to enhance workforce development in the state.
- Learning resources through the Library have been consistently adapted to web access to support student learning at any location and at any time, with an emphasis on databases, e-books and program specific lib guides.
- Program reviews by the Kansas Board of Regents staff of the NCCC Carl Perkins project indicate the College meets and/or exceeds performance in areas such as: technical skill attainment, credential-certificate-diploma attainment, student retention/transfer, student placement, non-traditional participation, and non-traditional completers.
- NCCC provides students with access to free tutoring at the Chanute, Ottawa, and Online Campuses.
- NCCC employs an early academic warning process linked to the electronic grade book system so that students earning less than a C grade can be contacted for intervention measures to reinforce student success. The warnings are performed at least three times per semester.
- The addition of state-of-the-art simulation labs at the Chanute and Ottawa Campuses enhance nursing and allied health instruction, and a cadaver lab will be implemented at the Chanute Campus by the fall 2013 semester to further reinforce anatomy and physiology instruction, and augment courses/programs connected to science and health science.

Weaknesses:

- Assessment participation is not 100% for adjunct instructors.
- More value could be given to assessment of student learning related to analysis of data, proposals for possible improvement of student learning, and integration of assessment data with student performance data in individual courses.
- NCCC has a significant portion of students who come from socio-economically disadvantaged backgrounds, including first generation college, coming from families/individual status with incomes at- or below-the poverty rate.
- Assessment of co-curricular programs could be improved beyond CCSSE and Noel-Levitz.

Opportunities:

- New state initiatives in support of core transfer courses and outcomes, articulation of transfer degrees.

- Emphasis on reverse transfer projects with public and private colleges and universities in Kansas to enhance completion.
- Beginning with 2013-14, NCCC will participate in the National Community College Benchmarking Project to enhance self-assessment of effectiveness.

Threats:

- Kansas Board of Regents Student Success Index does not align with federal measures related to completion and thus devalues completion of associate degrees of transfer. KBOR first generation college definition also different than the federal version.
- Kansas Board of Regents core transfer project strengthens a limited number of courses for transfer, but does not support the completion of associate of arts/sciences degrees and transfer.
- Limitation of federal financial aid impedes students' ability to continue toward completion during summer sessions.
- Federal government higher education scorecard does not provide appropriate elements unique to community colleges.

Chapter 7

Resources, Planning and
Institutional Effectiveness



As called for by its **MISSION**,
Neosho County Community College identifies
its constituencies and **SERVES**
them in **VALUABLE WAYS**.

CHAPTER 7

CRITERION 5: RESOURCES, PLANNING AND INSTITUTIONAL EFFECTIVENESS

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

Neosho County Community College, as a public, rural, two-year institution of higher education, focuses on education to prepare students for transfer and/or occupational training, and also provides services and support for community and economic development for its region. The College has developed a comprehensive planning process during the first decade of the 21st century which is grounded in institutional effectiveness assessment to optimize the acquisition and allocation of resources.

5A. The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.

Master planning responds to the current and future needs of the college's faculty, staff, students and patrons providing a blueprint for the future and a vehicle for the Board of Trustees to lead the shaping of the College as well as communicate to stakeholders the college's vision and direction:

- The [Educational Master Plan](#) defines academic needs, quality assurance, delivery methods, infrastructure changes required and program review recommendations.
- The [Strategic Technology Plan](#) defines technology objectives, success factors and replacement schedules for technology.
- The [Capital Improvement Plan](#) identifies deferred maintenance projects, provides a plan for implementation and informs the budget.
- The [Emergency Action Plan](#) provides a detailed plan for safety and security policies and procedures and defines who is in charge, emergency preparedness and what to do in the event.
- The [Financial Plan](#) anticipates five-year revenues and expenditure projections including possible tuition/fee increases, local mill levy and state appropriations.
- The [Facility Master Plan](#) provides a direction for future capital construction and renovations projects to respond to current and future needs of the College.
- The [CEO Succession Plan](#) helps the institution develop and provide stable leadership.
- The [Strategic Plan](#) operationalizes the vision and direction of the College through action items from other master plans and informs the budget process through the college purpose areas of students, community and employees. Items in the Strategic Plan are also identified for alignment with these key components: HLC Criteria, [Kansas Board of Regents Foresight 2020](#), NCCC President’s Goals (established annually with the college community and approved by the trustees), Educational Master Plan, Facilities Master Plan, and/or other college master plans.



Figure 61 Master Planning Cycle

Plan Review Schedule

Plan	2008-09	2009-10	2010-11	2011-12	2012-13
Educational Master Plan	X			X	
Strategic Plan	X	X	X	X	X
Capital Improvement Plan	X	X	X	X	X
Strategic Technology Plan	X		X		X
Emergency Action Plan	X	X	X	X	X
Finance Plan		X			X

Figure 62 Master Plan Review Cycle

The [Master Plans](#), in turn, help focus strategic planning and budgeting. Parallel to this process is a structure analyzing human resources. With the addition of a [Human Resources Director](#), a consistency in developing job descriptions, evaluation of personnel, and assistance to guide persons through the process to recruit and train employees has been evident. Finally, several layers of annual evaluation provide the institution with a review of institutional effectiveness which includes assessment of how college resources were used to achieve its mission, vision, and purposes.

Section III of the [Board of Trustees Policy Handbook](#) is dedicated to fiscal control of the institution, both to be accountable and ethical, and also to reinforce commitment of resources to meet needs and direction of the College. Financial audits for the College are performed annually, and the audit reports over the past five years have been positive in assessing the appropriate use of fiscal resources.

Some specific examples of action taken that provide evidence of the institution meeting and/or exceeding this element of the criterion includes:

- In 2011-12 the [Board of Trustees approved an action to ensure that \\$50,000 per year is marked for deferred maintenance](#). While this does not meet the complete need, it represents a significant decision and action on the part of the board during an extended period of economic instability that impacts the institution's traditional sources of revenue.
- Based on recommendations from the last accreditation review, NCCC has added a [full-time position for human resources](#) was created and staffed since the last accreditation visit, and a part-time clerical position was added to support the HR position in liaison with the business office staff to enhance stability and workflow.

- The College acquired property in Ottawa and constructed a 52,000 square foot facility to serve as its campus for the northern portion of its service area. College enrollment at Ottawa has gained in significance and accounts for approximately 30% of the college enrollment productivity. A state-of-the-art nursing and allied health educational area makes up one wing of the facility including simulation labs, and specific labs for training in occupational therapy assistant and surgical technology assistant programs. [[BOT Minutes 2010-01-14](#), [BOT Minutes 2010-02-11](#), [BOT Minutes 2010-04-29](#)].
- In addition to the new campus facility at Ottawa, the College completed renovation to a significant portion of the campus in Chanute. This helped the institution revise its comprehensive plans for [Facilities](#) and [Capital Improvement](#), and created a plan called [Our Time](#) to aid in pursuing external resources to support the needed new and renovated construction to accommodate the growing and changing college. The College has a goal of saving \$500,000 per year from out-district funds to help provide the resources while we pursue other funding resources. These are funds that are not part of the general operational budget.

Out District Fee Revenues						
Revenue	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Out District Fee	\$315,747	\$315,313	\$337,933	\$362,008	\$459,326	\$512,002
Computer Fee-Chanute	\$100,643	\$107,105	\$115,703	\$111,195	\$120,785	\$132,338
Computer Fee-Ottawa	\$76,685	\$68,079	\$66,805	\$93,663	\$105,743	\$116,913
Ottawa Building	\$146,071	\$126,824	\$138,849	\$153,558	\$206,249	\$283,390
Nursing Lab	\$0	\$0	\$0	\$0	\$0	\$0
Science Lab	\$0	\$0	\$0	\$0	\$0	\$28,060

Figure 63 Out-District Fee Revenues

- Changes at the Chanute Campus have included renovation of Rowland Hall (with primary usage for nursing and allied health, business and computer science, and college technology services), new floor in the basketball gym, new baseball field, and new softball field, and science lab renovations begin Summer 2013 in Stoltz Hall. Simulation labs were added to enhance nursing and allied health instruction in Rowland Hall.
 - Women's softball field (Chanute) \$1,000,000 [[BOT Minutes 2011-04-14](#)].
 - Basketball gym floor (removal of 50-year-old floor and installation of new floor) \$100,000 [[BOT Minutes 2012-02-09](#)].
 - Renovation of restrooms, team locker facilities in the student union \$500,000 [[BOT Minutes 2012-03-08](#)].

- Renovation of restrooms in the Library (\$80,000) [[BOT Minutes 2011-05-12](#)].
 - Renovation of Rowland Hall (Chanute) for instruction and technology \$800,000 [[BOT Minutes 2011-05-12](#)].
- Evidence of technology infrastructure is seen in the growth of online and hybrid course enrollment. Approximately 25% of the college enrollment is through Internet-based instruction. An online course fee provides some cost recovery and revenue stream to ensure continued support and advancement. Other courses and programs also designate fees to provide for a resource stream for replacement and upgrades to ensure technology-assisted instruction will be maintained and be enhanced as advancements are made with technology and learning.

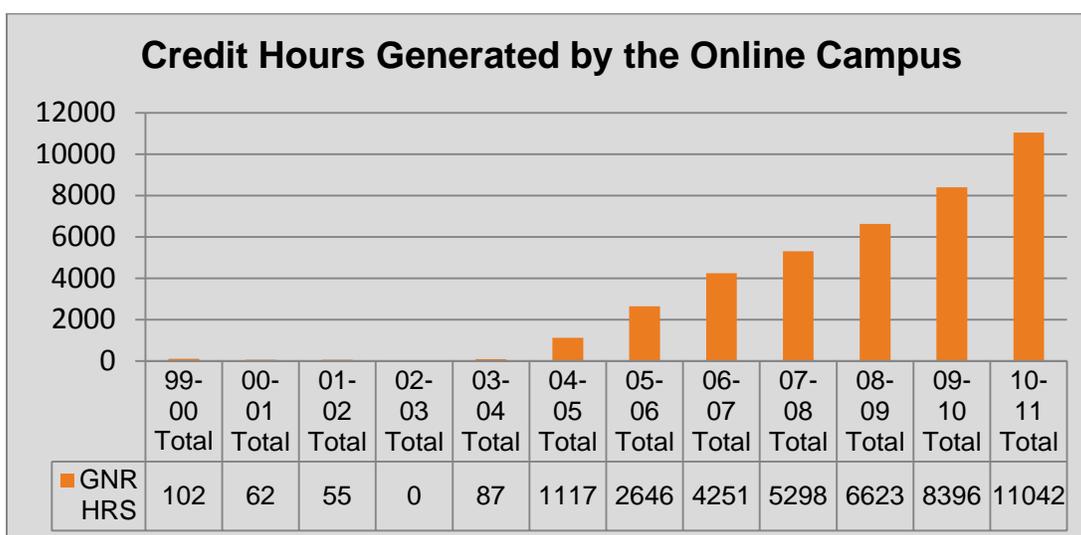


Figure 64 History of Credit Hour Production from Online Campus

- The planning process employed by the College reinforces the appropriate and optimal use of resources to support college operations focusing on our mission, vision, and purposes. The following items relate to the [2012-13 Strategic Plan](#):
 - The Strategic Planning Committee edits and revises the Strategic Plan continually in an effort to ensure that all resources are sufficient to support its programs at all times. The plan includes optimized automation of all college services in order to support all modalities of program delivery [Goal A.1.1.6].
 - Recognizing the need for the continued use of adjunct instructors, the committee is making efforts to maintain quality and consistency of instruction by developing a mentoring process for adjunct instructors [Goal A.2.2.1].
 - The growth in online enrollment has led to the plan to develop a professional development course for online instructors to ensure they are using the best methods of instruction for the online environment [Goal A.2.2.2].

- The committee has responded to the increased enrollment at both the new Ottawa Campus and the Online Campus by proposing additional human resources for both areas, including new full-time positions in English and psychology for the Ottawa Campus [Goals A.2.2.3 and A.2.2.4].
- The plan reinforces the need to maintain all standards while enhancing accessibility for students with various modalities of course delivery [Goals A.1.1 and A.1.2].
- New options for increasing the technological resources are being investigated continually [Goal A.3.1.3].
- The College's budgeting process consistently supports instructional needs for all college sites [Goal A.3.2.5].
- Increase the collaboration and sharing of resources to reduce duplication within the community [Goal B.1.3.1].
- Develop workforce initiatives, new programs, collaborative programs with local and state based on needs assessment [Goal B.3.1.1].
- The Strategic Plan promotes ongoing analysis of operations to determine ways to improve effectiveness. [Goals C.1.2.2 and C.1.2.3].
- Staffing is reviewed annually prior to the beginning of the fiscal year. Staffing is also reviewed upon vacancy of the position. Positions are realigned to be most cost effective. [Goal C.4.1].
- A plan to promote smooth operations in the event of vacancy of the CEO position has been established. [[Chief Executive Officer Succession Plan](#)]. Search committees screen applicants to recommend the most qualified candidate for hire. Job descriptions detail employee responsibilities. New employee orientation is conducted annually to familiarize the employee of policies and procedures at NCCC. [Goal C.4.2].
- New employee orientation and mentors help provide a more stable environment that will enhance retention. [Goal C.4.4].
- Employees are also given IT training upon employment and whenever new components are added. "Help desk" and "web help" are available for computer and internet issues. [Goal C.4.3].
- Faculty and staff throughout the campus serve on college committees and become familiar with other departments and services on campus. This strengthens and serves to foster understanding, support, and cooperation between departments. [Goal C.4.6].

Technology Support and Financing

The College has been a strong supporter of using technology to enhance current curriculum and enable new methods of learning and distribution of content. The technology fee is utilized to enhance and/or replace the technology that directly impacts student learning. The technology services budget is used to enhance and replace infrastructure that supports these objectives. With a current budget of nearly \$200,000 and fees currently generating in excess of \$200,000 annually the institution has been able to meet needs without reliance on other revenue sources.

Computer Fees – Chanute Campus					
	2007-08	2008-09	2009-10	2010-11	2011-12
Revenue	\$107,105	\$115,703	\$111,195	\$120,785	\$132,338
Expense	\$108,428	\$58,452	\$58,065	\$156,860	\$88,120

Figure 65 Technology Fees – Chanute Campus

Computer Fees – Ottawa Campus					
	2007-08	2008-09	2009-10	2010-11	2011-12
Revenue	\$68,078	\$66,805	\$93,663	\$105,743	\$116,913
Expense	\$108,428	\$58,452	\$58,065	\$156,860	\$88,120

Figure 66 Technology Fees - Ottawa Campus

Investment in Human Resources

NCCC has invested in additional personnel to meet the growth in enrollment for instruction and support services since the last accreditation visit.

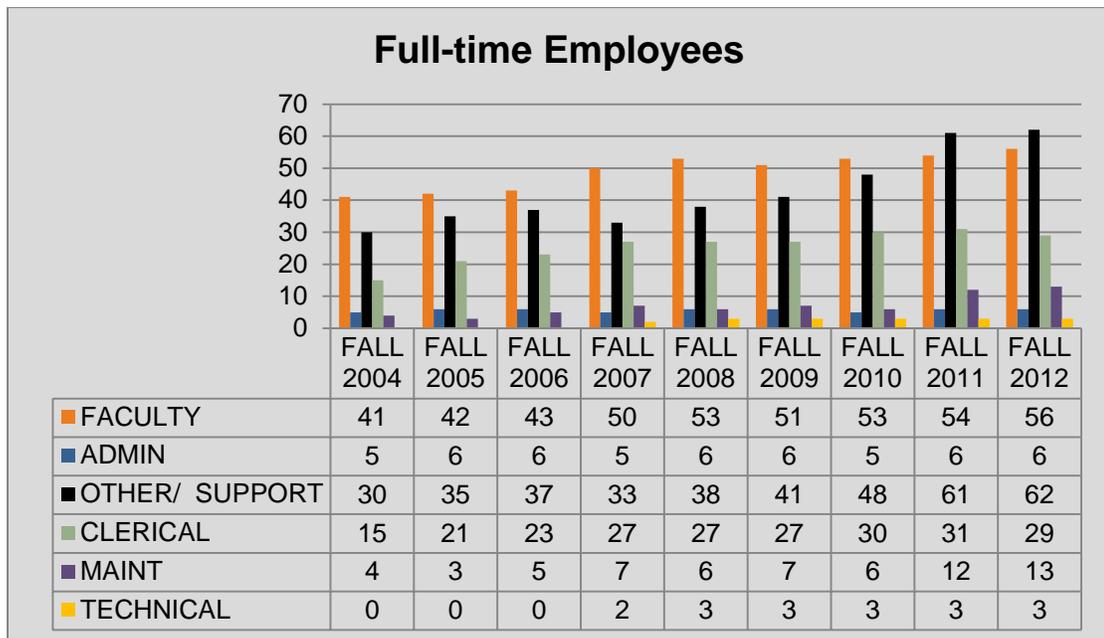


Figure 67 Full Time Employee Data

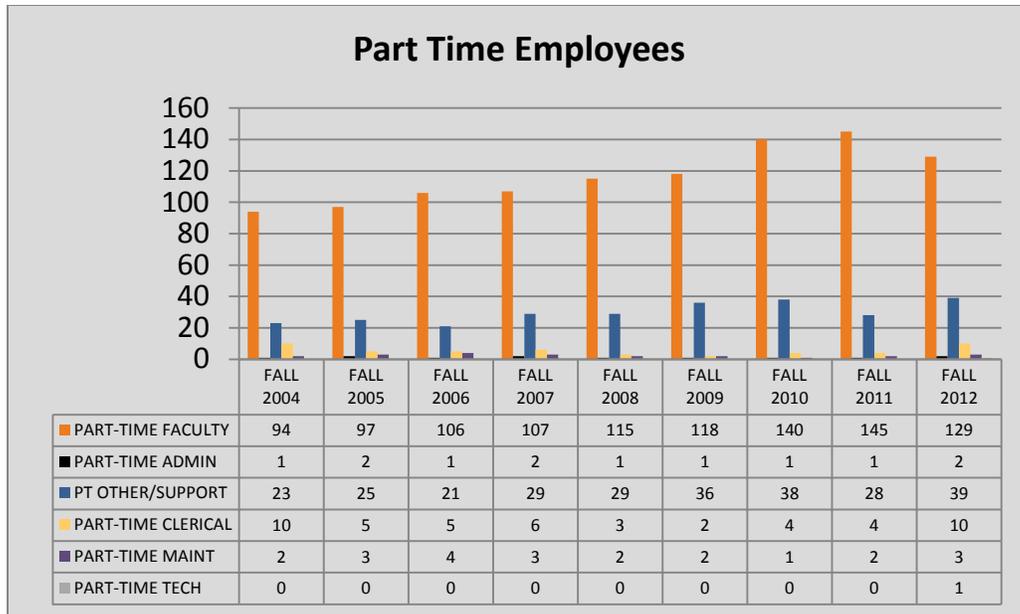


Figure 68 Part Time Employee Data

Facility (FMP) and Capital Improvement (CIP) Master Plans

FMP and CIP projects are prioritized annually by the Strategic Planning Committee in conjunction with other strategic and operational initiatives and objectives in support of the [Strategic Plan](#) and [Educational Master Plan](#). Examples include:

- The FMP calls for a multi-phase project to renovate and enhance Stoltz Hall. Phase I included renovations of the old kitchen into an office complex and renovation of the old photo lab into a conference room. Phases II through IV involve complete renovation of the biology lab and the creation of a cadaver lab, renovation of the other two science labs, and finally, a complete facelift and renovation for the remainder of Stoltz Hall. While we were implementing Phase I construction, we planned for and implemented the necessary electrical infrastructure upgrade to handle all of the future renovation phases.
- On a larger scale, the FMP calls for the addition of four more major campus buildings to be constructed in the future. When we planned and implemented the Phase I of the FMP, construction of the new softball/soccer complex, parking and access road, we installed the first loop of a new water service loop which would be required when future buildings would be built or renovated. This water loop served not only the addition of a water suppression system in the gymnasium and surrounding areas, but will serve both the renovations of Stoltz and Sanders when the time comes, as well as the addition of any new campus buildings.
- The Capital Improvement and Facilities Master Plans are also influenced by and influence the [Our Time Plan](#) which lays out a projected timeline, estimated cost, projected sources of resources, and prioritization for college renovation, construction, and expansion plans.

Educational Master Plan (EMP)

- Partnerships with other colleges allow for expansion and addition of new programs: [nursing with Independence Community College/Mercy Hospital; agreement with Mid-American Nazarene University to achieve bachelor's degree in nursing.](#) [p. 21-22].
- Acquisition of external funds that can be sustained and/or re-allocation of current resources are the only methods currently viable in terms of new program development. Programs reviews and program outcomes assessment may determine the value and sustainability of existing programs. [p. 23].
- Physical space needs are being addressed through construction of a campus building at Ottawa and the renovation of Rowland Hall at Chanute Campus. A seven-year plan outlines additional renovation and changes for the Chanute Campus over the next seven years. [p. 32].
- Program delivery methods: evening classes, weekend classes, joined eight-week courses, intersession classes, outreach classes, web-based and online classes. [graph p. 7 and p. 33-34].
- NCCC has acted to place a portion of funds on reserve each year to guard against emergency situations and/or significant changes to resources the institution has relied on.
 - The Trustees have established a reserve fund of \$1.5 million to provide a cushion of approximately 10% of the annual budget needed for operation.

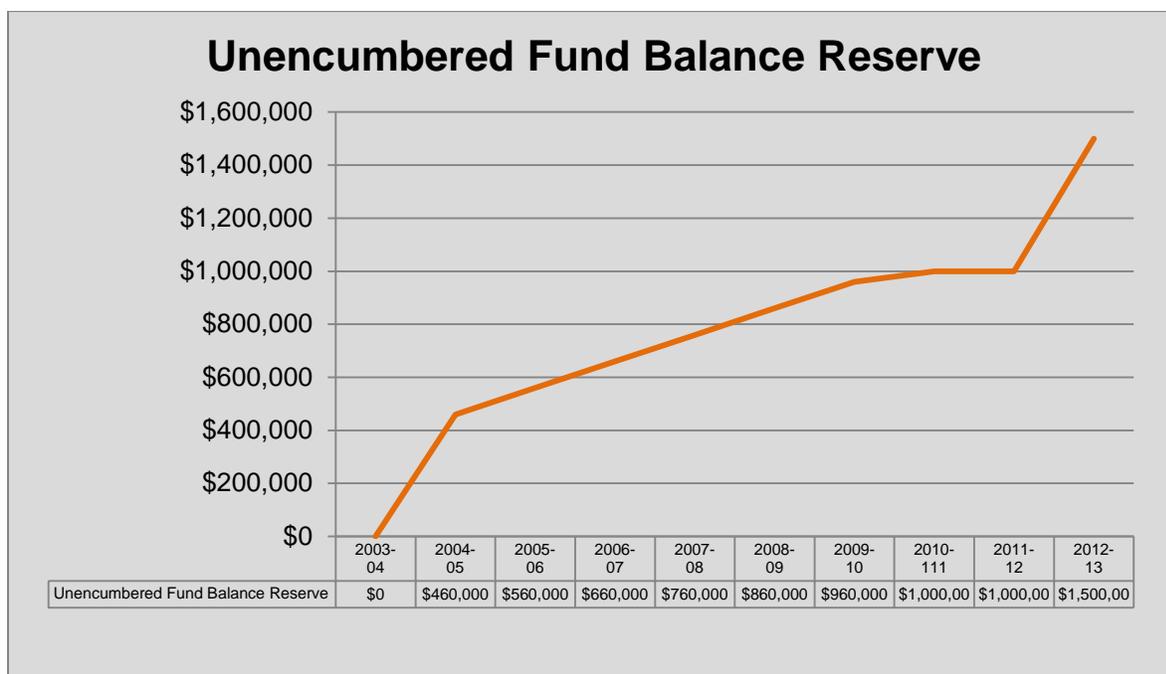


Figure 69 History of Unencumbered Fund Balance Reserve

In addition, the College strives to reserve \$500,000 per year from out-district fees to assist with facility and capital improvements.

- Other funds, such as the technology fee, are used so that some funds are available for annual purchases while a base amount is allowed to increase to provide for major needs/changes that may arise.

This is a concern to employees related to a decrease in-state and federal support and is reflected in their annual survey concerns about adequate resources being available. The administration continues to work with all employees to prioritize the resources that are available to ensure that necessary operations and funds are available to meet the mission, vision, and purposes of the institution and the [employee survey responses](#) to these items are evidence that this is true.

Employee Survey: Financial and Human Resources				
Statement	2010	2011	2012	2013
College management of financial resources maximizes the college's ability to achieve its mission.	2.11	2.10	2.25	2.06
When the budget for my department is developed each year, my professional needs are considered.	2.17	2.36	2.34	2.36
I believe I have adequate input into the college decision-making process.	2.53	2.58	2.88	2.62
Adequate channels exist for me to express my comments and concerns.	2.09	2.10	2.49	2.25
The college administration values my comments and concerns.	2.09	2.10	2.49	2.25
The administrators at this college are competent.	1.82	1.85	2.12	1.95
Generally speaking, I have confidence in the administrators at this college.	1.82	1.85	2.12	1.95
Generally speaking, I have confidence in the board of trustees of this college.	1.87	1.85	2.01	1.86

Figure 70 Employee Survey: Financial and Human Resources Summary

2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.

Neosho County Community College has been affected by the economic downturn of the past several years, but has prospered nonetheless through a proactive philosophy of seeking opportunities for growth and leveraging resources through partnerships and continued efficient and effective stewardship of resources. As a result, the impact of the economic downturn has been less catastrophic, and some areas have been strengthened.

- A review of the 2011-12 sources of revenue offer a snapshot of how NCCC has coped with acquisition and allocation of resources, and reinforces the

focus specified in the [Educational Master Plan](#) on page 24: “funding priorities should begin with educational priorities.” [Referenced in [Criterion One](#)].

Revenue of Sources	% of Budget	Allocation of Resources	% of Budget
Federal grants/contracts	38%	Scholarships/awards	24%
Property taxes	20%	Instruction	22%
Student tuition/fees	18%	Student services	17%
State appropriations	10%	Institutional support	15%
Auxiliary enterprises	9%	Operations/maintenance	7%
State/local grants/contracts	4%	Auxiliary enterprises	7%
Other sources	2%	Academic support	3%
		Depreciation	3%
		Debt service	2%

Figure 71 Budget Revenues and Allocations

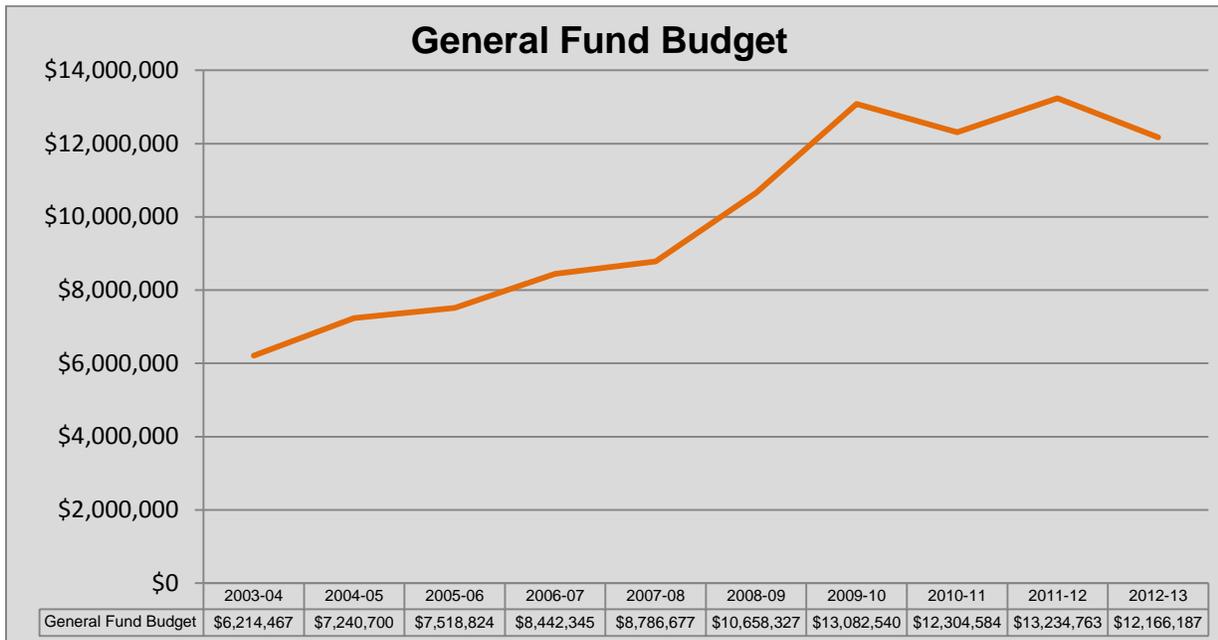


Figure 72 History of General Fund Budget

The level of state support has been in steady decline for several years.

- NCCC has the largest gap in funding from the state according to the current funding formula. The College receives less than 50% of what should be received under the formula structure. [[Institutional GAP Calculation](#)].
- The mill levy has remained in a range from 34.146 (2007) to 33.780 (2012). The College monitors unit budgets through appropriate supervisors and administrators on a constant basis.

- Several employees use environmental scanning processes to monitor grant and other external resource opportunities that meet the mission, vision, and purposes of the institution.
- NCCC is completing a federal Title III grant project that included the endowment match component, which will enhance the college foundation's endowment capacity, further increasing a measure of fiscal self-control for the institution. [\[Title III Grant\]](#).
- The College Foundation has a favorable status from Standard & Poor's. [\[Foundation – Standard & Poor's Rating – 2013\]](#).

3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.

Neosho County Community College addresses this sub-component through a comprehensive practice of master plans and strategic planning, institutional effectiveness evaluation, annual president's goals, and numerous other reports and activities. All goals and objectives in the master plans and Strategic Plan move through a multi-level review of internal and external constituencies. Under the Kansas Open Meeting Act [\[KOMA\]](#), and to reinforce the principle of shared governance, minutes of committee meetings as well as the board meetings are available to all employees and to public stakeholders. This transparency supports the accountability of the leaders of the institution to ensure that decisions and actions are focused on the mission, vision, and purposes of the College. Evidence includes but is not limited to the following elements:

Annual [Strategic Plan](#)

- Goal B.1.2: Bring community leaders and community groups on campus to participate in the college's strategic vision, planning, and key initiatives.
- Goal B.2.1: Encourage all college employees, faculty, staff, and students to participate in community activities and groups that provide support for the communities and the College.
- The design of the strategic plan format includes areas so that goals, objectives, and tactics can be identified as to being in sync with: the [President's Goals](#), any of the institutional [Master Plans](#), Kansas Board of Regents strategic plan ([Foresight 2020](#)) and [HLC Criteria](#).

Facility and Capital Improvement Master Plans are designed to address safety and security as first priority, and then to promote effective student learning and instruction.

[FMP](#) and [CIP](#) projects are prioritized by the Strategic Planning Committee in conjunction with other strategic and operational initiatives and objectives in support of the [Strategic Plan](#) and [Educational Master Plan](#). Fiscal and human resources are evaluated annually with needs being incorporated into the master planning processes. Educational purposes and needs regarding the FMP and CIP are prioritized by the

Strategic Planning Committee in conjunction with other strategic and operational initiatives and objectives in support of the Strategic Plan and Educational Master Plan.

[Educational Master Plan](#)

- Section III program reviews reveal that mission statements of the programs correlate with NCCC's mission statement.

[Institutional Effectiveness Dashboard](#)

- The design of the Institutional Effectiveness Dashboard is based on the mission, vision, and purposes of the institution.
- A concern is that within the vision of the College is the goal to be the premier community college in the state. Discussions with the trustees and employees has resulted that we describe *premier* as doing the best we can with the resources available.
- Availability of resources continues to be a concern.

4. The institution's staff in all areas are appropriately qualified and trained.

Neosho County Community College is diligent concerning employee quality and performance. The mission of the College "is to enrich our communities and our students' lives." That cannot happen without investing in the people who work for the College. The vision and purposes of the College mention leadership and excellence related to our employees. That objective is pursued and evaluated in several ways:

- The [Negotiated Agreement](#) requires the faculty members to work at professional development continually, with a specific requirement for 6 credit hours or 90 contact hours of professional development every five years. The agreement also provides financial assistance for these professional development activities up to \$750.00 per year for each faculty member. Faculty may apply for unused funds during the spring semester each academic year. [[Faculty Professional Development Policy from Negotiated Agreement](#)].
- The [Board of Trustees Policy Handbook](#) specifies support for staff development. Working with their supervisor, staff employees have the opportunity to pursue training and education to enhance their role as well as prepare them for possible advancement in leadership and excellence. Institutional resources used for staff development has surpassed what has been originally budgeted during the past two fiscal years, as the number of non-faculty employees requesting staff development fund support has more than doubled since 2007:

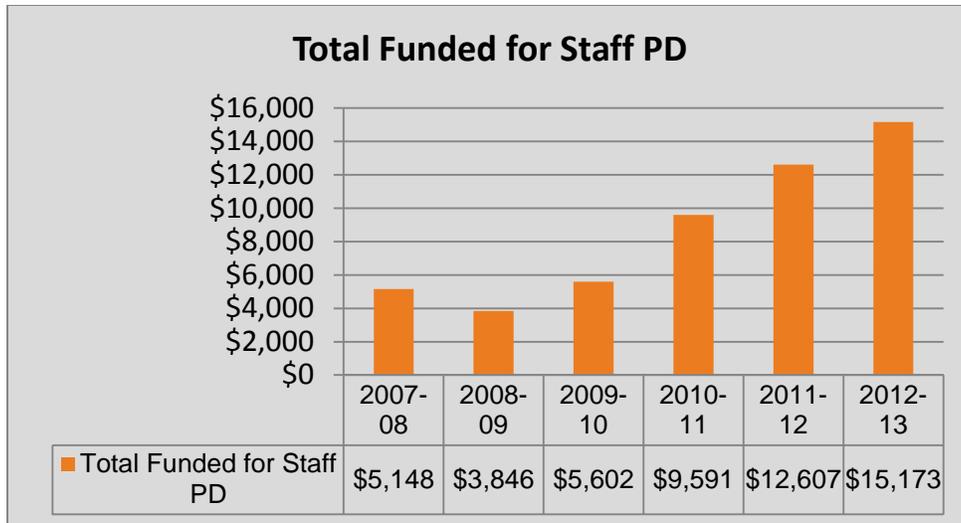


Figure 73 Staff Professional Development Fund

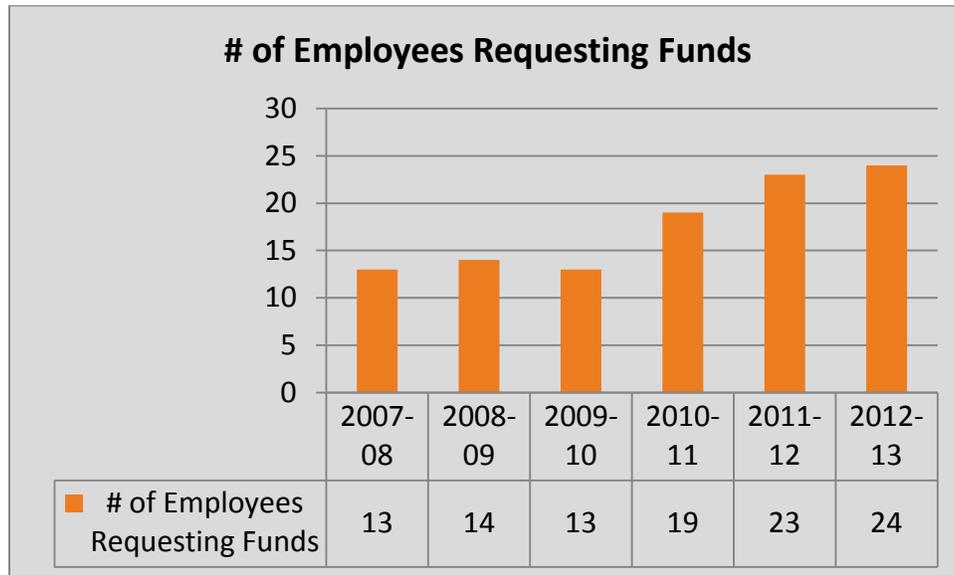


Figure 74 Employees Requesting Staff Professional Development Funds

[See also: [Staff Professional Development Policy, Section IV](#)].

- At least two inservice sessions are held by the institution each year (usually August and January) offering additional professional development opportunities for all employees. [[Inservice Agendas](#)].
- Non-faculty personnel evaluations are performed annually (prior to January 31) and often include review and discussion of individual professional development plans, and how they are to be implemented and assessed. [[Non-faculty employee evaluation form](#)].
- The [Strategic Technology Plan](#) emphasizes resource allocation to sustain training of employees with technology. Resources are allocated annually to support training needs.

- Specific strategic plan goals and objectives also focus on employee training.
 - This extends to adjunct instructors [[Strategic Plan](#)], and training to further advance integration of technology with instruction and student learning [Goal A.2.2].
 - The Strategic Plan supports the provision of appropriate technical training for employees [Goal C.3.1].
 - Through technical training, orientation, mentoring the new employee becomes familiar with position responsibilities [Goal C.4.2].
- Staffing is reviewed annually prior to the beginning of the fiscal year. Staffing is also reviewed upon vacancy of the position. Positions are realigned to be most cost effective. [Goal C.4.1].
- Qualifications of faculty and adjunct instructors follow guidelines of the Higher Learning Commission and the Kansas Board of Regents, as well as institutional policies. [[Board of Trustees Policy Handbook-Article IV-Instructor Qualifications](#)].
 - Qualifications are reviewed by the hiring supervisor and the Director of Human Relations. Persons teaching in transfer education areas are expected to have a minimum of an appropriate master's degree or at least 18 graduate credit hours in the related discipline.
 - Persons teaching developmental education are expected to have a minimum of a bachelor's degree in a related field.
 - Persons teaching in the career and technical education component are required to have appropriate academic and/or occupational qualifications and/or licensure-certification.
- Data from Human Resources data from the Fall 2011 and 2012 semesters indicate the following full-time faculty data:

Faculty Degree Attainment				
	Fall 2012		Fall 2011	
	Full-Time	Part-Time	Full-Time	Part-Time
Doctorate	5	6	5	7
Master's	44	84	38	84
Bachelor's	6	53	10	54
Associates	0	11	0	10
Certificate	0	6	0	5
None	1	0	1	0

Figure 75 Faculty Degree Attainment Data

5. The institution has a well-developed process in place for budgeting and for monitoring expense.

NCCC follows an inclusive and transparent process to ensure use of resources is optimized for accountability, effectiveness, and efficiency.

- Beginning with the [Board of Trustees Policy Handbook, Section III-Fiscal Control](#), the institution takes proactive steps to manage resources appropriately.
- The budget process involves all employees who manage budgets, reviewing annual needs and resources, prioritizing operations and materials needed to accommodate the ever-changing availability of resources, and identifying needs that require further review due to resources needed and the justification to make those allocations.
- Evidence that the policies and processes work is in the fact that the annual independent audits have identified no major findings, and minor findings have been addressed so that they are not repeated in subsequent audit reviews. [[Audit Reports](#)].
- The [Institutional Effectiveness Dashboard](#) evaluation of appropriate and ethical use of resources has scored 59 of 60 possible points.
- The annual employee evaluation indicates agreement that the institution uses an appropriate budget process (the survey rating system is 1=strongly agree to 5=strongly disagree):



Figure 76 Employee Survey: Satisfaction with Purchasing Procedures

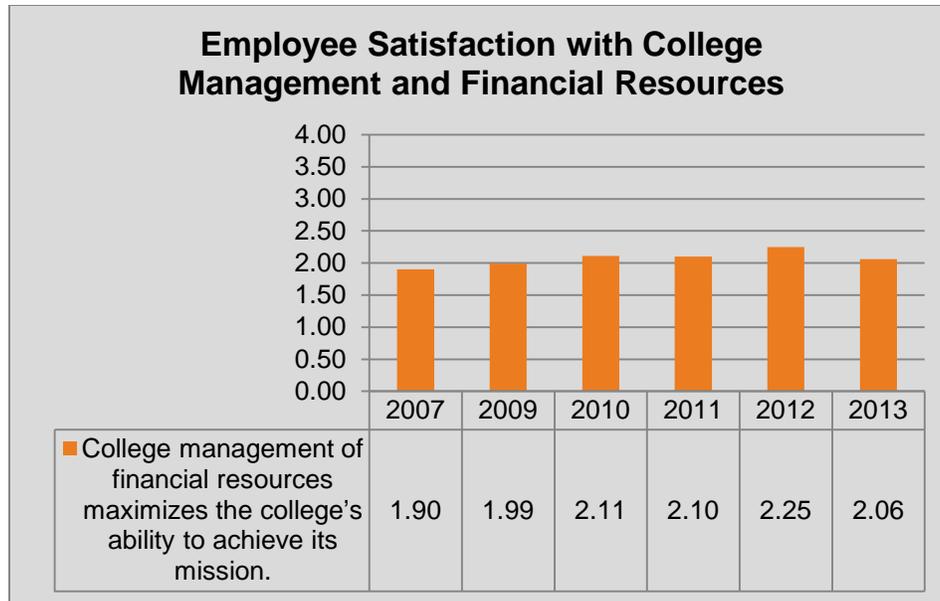


Figure 77 Employee Survey: College Management of Financial Resources

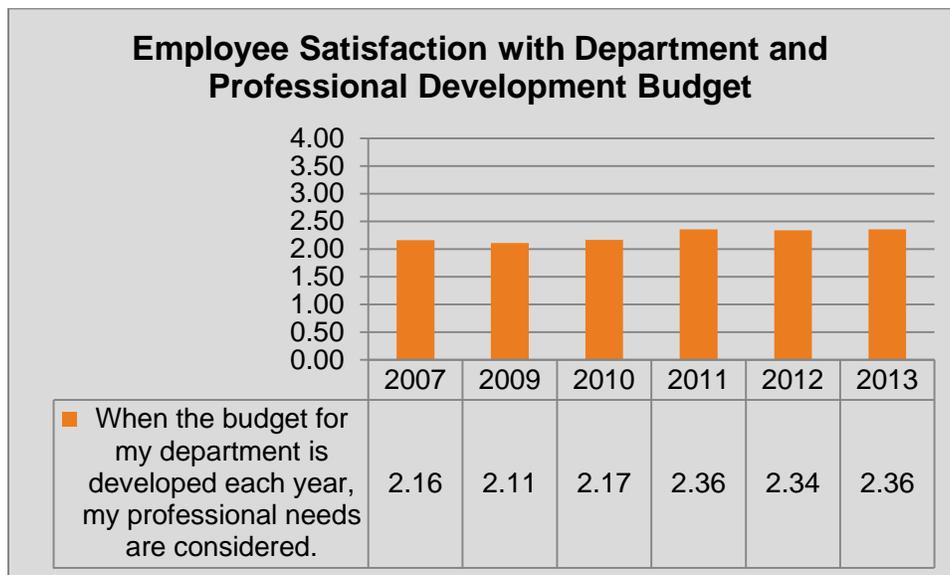


Figure 78 Employee Survey: Departmental Budgets and Professional Development Needs

The President, through the representatives of the Executive Committee, solicits requests for budget consideration for items that relate to strategic planning initiatives, mandated items with significant increases, and items that have been identified as high priority with significant budget implications. A tentative budget proposal is prepared and examined against revenue assumptions. This information is also shared with the Board of Trustees as they make final decisions on changes to tuition, fees, and the mill levy on Neosho County property taxes.

The President, working with the Executive Committee and the executive administrators, reviews prioritization of items related to the revenue assumptions. Adjustments are made to the budget proposal to ensure that expenditure estimates are appropriate to

the revenue information. The process begins in the fall semester with strategic planning initiatives and large expenditure items (that have not already been budgeted for), with the budget proposal completed in the late spring semester. Final funding information from the state and county levels is often not available until June, so the final budget is approved early in the new fiscal/academic year (starting July 1).

During Board of Trustees meetings an [interim financial report](#) is provided that reviews unit fiscal information. This reinforces regular budget monitoring throughout the college units so that adjustments within and between areas is performed to ensure efficiency and effectiveness in use of resources.

Specific items that reinforce the stewardship of resources include:

- Strategic Plan 11-12: Goal B.1.3 Increase the collaboration and sharing of resources to reduce duplication within the community.
- Strategic Plan 11-12: Goal C.4.7 Analyze processes to continue to improve efficiency and effectiveness.
- Budget Worksheets: The College has recently put into place a new system of line item budgeting as part of the standard annual process which details to the item what is being requested by each department. This new process enables the administration to make sound decisions based on the actual need year to year rather than carrying forward budgets based solely on amounts being used.
- Carryover funds are identified each fiscal year, over and above the unencumbered fund. Generally, more than \$200,000 is available to assist with the fiscal needs of the subsequent fiscal year. For example, Technology Services has given back nearly \$300,000 to the general fund in the past three years which demonstrates not only a sound budgeting process but also our commitment to being good stewards of college funds.

5B. The institution’s governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution’s governance.

Neosho County Community College stresses development and performance of leadership in its vision statement and purposes. Several processes and actions are in place to meet that commitment and this subcomponent expectation:

- Board minutes from 2012-13 will indicate review of several policies by the trustees to ensure that information is up-to-date, consistent, and continues to

reinforce appropriate processes of accountability, transparency, and performance.

- The Strategic Plan document has been redesigned to reinforce focus on strategic rather than operational items, and to reinforce that items will be aligned with one or more key elements: HLC Criteria, Kansas Board of Regents strategic plan, NCCC Master Plans, President's Goals. [[Strategic Plan](#)].
- Goal B.1.1: Encourage college employees/Board members, particularly those in administrative positions, to participate in community organizations/boards.
- There are 15 committees within the college structure. Five of these are led and/or co-chaired by full-time faculty [[Assessment & Program Review Committee](#), [Curriculum Committee](#), [Faculty Professional Development Committee](#), [HLC Self-Study Steering Committee](#), and [Student Appeals \(Conduct\) Committee](#)]. The remaining committees have representation from the full-time faculty included to reinforce inclusion and engagement. All committees with the exception of the Faculty Professional Development group, have both administrative and staff representation. Student representatives are included key committees such as Executive Committee and Strategic Planning.
- The Executive Committee of the College has a membership that promotes an appropriate cross-representation of college employees and college students. The committee is comprised of the President, Vice President for Student Learning, Vice President for Operations, Chief Financial Officer, Dean of Students, Dean of Outreach and Workforce Development, Dean of the Ottawa Campus, Dean for the Online Campus, Dean for Operations/CIO, Athletic Director, President of the Staff Support Team (hourly employees), President of the Faculty Senate, Coordinator of Assessment (who is also a member of the faculty), President of the Student Senate, and Administrative Assistant to the President. [Executive Committee meeting minutes](#) (once approved) are distributed by email to all employees. [[Example of email containing Executive Committee minutes](#)].
- Minutes of committee meetings are kept and released to the [Committee Tab on InsideNC](#), the campus learning management system/portlet. This permits access to the college community from any location.
- Board of Trustee meetings include regular reports from the President, Chief Financial Officer, and President of the Faculty Senate. Other administrators provide reports to the Board on a rotation and/or issue basis during each academic year. These reports are part of the Trustee's agenda and are under the Kansas Open Meeting Act [[KOMA](#)].
- Employees participate in an institutional survey annually, with the specific purpose of gauging their perception of how the College meets its mission, vision, and purposes. The survey scale is set from 1-5: 1=very satisfied to 5=not satisfied. A review of the past five years of survey input reveals that employees are satisfied with how things are managed and information shared. [[Employee Satisfaction Survey Compiled Results](#)].

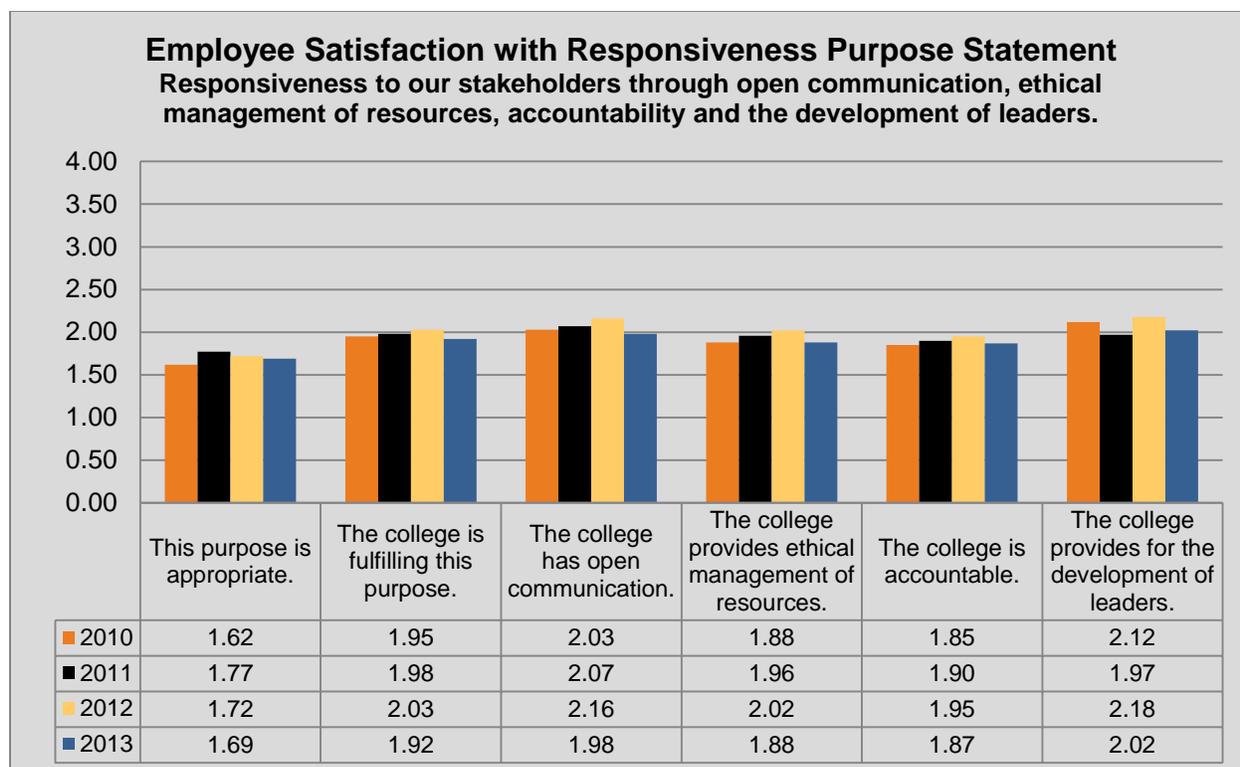


Figure 79: Employee Survey: Responsiveness to Stakeholders

2. The governing board is knowledgeable about the institution; it provides oversight for the institution’s financial and academic policies and practices and meets its legal and fiduciary responsibilities.

The College Board of Trustees engages in annual professional development through:

- The Association of Community College Trustees [[ACCT](#)].
- the Kansas Association of Community College Trustees [[KACCT](#)], and
- Executive Committee and Student Learning Division retreats (minimum of two per year) with executive administrators. Board retreat topics include areas such as safety and security/risk management, long-range planning, CEO succession planning, and accreditation issues.
- The Trustees review the institutional board policies on a regular basis, as well as receive regular reports through the President on the issues and activities of the institution. [[Board of Trustees Policy Revisions](#)].
- [Interim financial reports](#) are presented with each meeting, and [audit reports](#) are presented and reviewed by the Board annually.
- The Board also reviews the results of the annual President’s Goals Report (which is developed and approved by the Trustees) and the [Institutional Effectiveness Dashboard](#), which includes a Board self-evaluation component. The [Strategic Plan](#) is reviewed two times per year so that results and forward

planning can be examined. Regular Board meetings usually last two to three hours.

3. The institution enables the involvement of its administration, faculty, staff, and students in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

The policies established and followed by the College's Board of Trustees meet the expectation of this subcomponent. The policies clearly define the role of the Trustees, the administration and staff, the faculty, and students with specific areas such as academic freedom [[Section IV Employee Policies](#)] and academic and student policies [[Section V](#)]. In addition, the structure of key committees reinforces the institutional commitment to both shared governance and the role of faculty in shaping the instructional component of the College. [[Assessment & Program Review Committee](#), [Curriculum Committee](#), [Faculty Professional Development Committee](#), [HLC Self-Study Steering Committee](#), and [Student Appeals \(Conduct\) Committee](#)].

Additional evidence includes:

- Goal C.4.6: The [Strategic Plan](#) promotes understanding between college divisions and departments [Goal C.4.6]. The college Curriculum Committee has as its membership, faculty from the various departments and services on campus. This committee discusses academic issues and determines policy.
- Program Reviews identify strengths of the program as well as opportunities for improvement [[Program Review Reports](#)].
- Results of employee surveys about the institution [[Compiled Results of Annual Employee Surveys](#)].
- Records of Curriculum, Assessment and Program Review, and Faculty Professional Development Committees. [[Assessment & Program Review Committee](#), [Curriculum Committee](#), [Faculty Professional Development Committee](#)].
- [President's Goals Reports](#) to the Board of Trustees.

A specific example is the process of curriculum change. A faculty member will examine the need for a change based on one of several possible reasons: change in the core outcomes within the state transfer core, curriculum alignment change in a career/technical education program from the state Regents and their technical education authority, a change in learning outcomes due to changes in the discipline (i.e., science, nursing), or many other possible reasons. Faculty members discuss the change, and take a proposed change through their division/unit meeting in consultation with their supervisor (dean/division chair). If a change involves an outcome for the assessment of student learning, the Coordinator of Assessment is included for review and assistance. The change is processed on a [curricular change request form](#), and the items are provided for the committee to review prior to its meeting. A member of the

faculty chairs the committee, with representatives from all academic instruction units, student services, and the chief academic officer as a resource person for the group. If approved, the change request is appropriately routed through units of the College to make sure changes are made in systems such as the Registrar, master course index, [College Catalog](#), and course syllabi.

5C. The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.

Neosho County Community College employs a multi-level comprehensive planning approach which provides focus and flexibility in developing, implementing, and evaluating short- and long-term strategies guided by the mission, vision, and purposes of the institution. From a series of long-range master plans (3-5 year ranges) to an annual Strategic Plan that envelops master plan objectives with emerging needs and opportunities, NCCC engages a very proactive planning process which is inclusive of all employees, with input options provided to students and external stakeholders. By identifying key goals, objectives, and tactics the appropriate resource allocation is reinforced. This has been very critical and very effective during the past several years of economic instability and increasing change from traditional sources of revenue. Specific evidence includes, but is not limited to:

- Identification within the [Strategic Plan](#) of how items link to the institution's [President's Goals](#), state Regents strategic plan ([Foresight 2020](#)), college [Master Plans](#), [HLC Accreditation Criteria](#).
- Analysis of the annual [Institutional Effectiveness Dashboard](#), with specific attention to [employee survey responses](#).
- [President's Goals Reports](#) to the Trustees and the College.
- Unit budgets related to prioritization of requests/unit performance.
- Specific projects for college improvement that have been completed through the planning process include but are not limited to:
 - Ottawa Campus (\$8.1 million), property acquisition and new facility construction
 - Women's softball field (Chanute) \$1,000,000 [[BOT Minutes 2011-04-14](#)].
 - Basketball gym floor (removal of 50-year-old floor and installation of new floor) \$100,000 [[BOT Minutes 2012-02-09](#)].
 - Renovation of restrooms, team locker facilities in the student union \$500,000 [[BOT Minutes 2012-03-08](#)].
 - Renovation of restrooms in the Library (\$80,000) [[BOT Minutes 2011-05-12](#)].
 - Renovation of Rowland Hall (Chanute) for instruction and technology \$800,000 [[BOT Minutes 2011-05-12](#)].

2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.

Interconnected Processes

The Strategic Planning Committee and Executive Committee strive to ensure that assessment processes and results are used in the evaluation, planning and budgeting processes:

- The plan calls for the use of licensing and certification processes as appropriate for occupational programs. These external assessments are then used to evaluate the effectiveness of instruction, which can lead to changes in the planning and budgeting areas [Strategic Plan 11-12 Goal A.1.1.10].
- The College has implemented a very effective assessment program, and the Strategic Plan requires this process to be constantly evaluated and enhanced, often involving changes in the planning and budgeting processes [Strategic Plan 11-12 Goals A.1.2 and A.1.2.2].
- The committee also intends to investigate the viability of having full-time faculty members mentor adjunct instructors on assessment process to ensure that the data gathered is recorded accurately, completed thoughtfully and used in the most effective manner. This might reveal needs of adjunct instruction that would need to be reflected in the budgeting process [Strategic Plan 11-12 Goal A.1.2.3].
- The plan also states that the College will ensure that the assessment processes are fully integrated into the Online Campus. This ensures that the data from the assessment of online courses will also be reflected in the planning and budgeting processes. Instructors can identify projects/needs as they do their course/program assessments of student learning that can be linked to budgeting to ensure that student learning remains a priority of the institution. This has included video capture capability, clickers for student interaction, and lab supplies. [Strategic Plan 11-12 Goal A.1.2.4].
- The [Institutional Effectiveness Dashboard](#) provides a comprehensive structure ensuring that key planning processes and actual projects are integrated for evaluation of the College's effectiveness and efficiency.
- The planned rotation for review, revisions, and approval of campus master plans as well as the annual strategic plan and budget further reinforce the integration of planning, resource allocation, and accountability. Master Plans are reviewed and approved by the Board of Trustees during the appropriate year based on the master plan rotation cycle. [[Strategic Plan](#), [President's Goals](#), [Institutional Effectiveness Dashboard](#), [Features of the 2012-2013 Budget](#), [Features of the 2011-2012 Budget](#)].

3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.

Again, NCCC employs a proactive structure to ensure comprehensive review and analysis for effective planning. Examples of the processes used include, but are not limited to:

- Campus meetings have been held (often featuring cobbler and ice cream) and using sharets to review survey and other data and discuss plans and ideas for facilities, landscaping, and other college ideas/concerns. These have included open meetings for the public, and presentations to civic groups and city/county organizations to gauge stakeholder support and address any concerns. Specific examples have included providing a fence behind student residential housing for neighborhood concerns, and Chanute Campus expansion and issues of storm water drainage (which is a city concern). Input from these meetings was reviewed by the appropriate committees as well as shared with architects and designers of the proposed projects.

Change Management Program (CMP)

The purpose of the Change Management Program (CMP) is to assure that the negative impact of changes to a company's Information Technology systems and processes are minimized by using a standardized process of governance. The decision to make a change is typically an institutional one in which the Technology Committee weighs the costs vs. benefits. There are occasions when procedures are developed in advance to preauthorize changes such as emergency system maintenance, but regardless of the timing of the authorization, the decision still rests with the Technology Committee. These changes are documented and discussed with all parties involved to garner an understanding of the impact to the institution. The process is also part of the Strategic Technology Master Plan, which includes goals to ensure the institution is continually exploring emerging trends in technology and learning. [[Strategic Technology Master Plan](#), [Technology Planning Committee minutes](#), [Strategic Plan](#)].

Comprehensive Planning Process

The [Strategic Plan](#) is comprehensive and complete, considering all internal and external constituent groups. Examples from the 12-13 plan include:

- The Strategic Plan calls for the College to strive to maintain a good working relationship with transfer institutions, focusing on transferability [A.1.1].
- The plan also stresses promotion of professional relationships with other educational institutions, including K-12 schools [A.1.1].
- The Strategic Planning Committee strongly emphasizes the focus on students, developing strategies to enhance their lives on campus and in the community [A.2.3].
- Area employers are also considered in the planning process [B.1.2].
- The Strategic Plan calls for the use of environmental scanning to ensure that all constituent groups are being considered and served [A.3.1]. B.1.2 Bring community leaders and community groups on campus to participate in the college's strategic vision, planning, and key initiatives.

- Work to strengthen SYSTEM collaboration opportunities. [B.1.4.2].
- Two environmental scan reports were done specifically for the College within the past five years. A report known as the [Wichita State University Study](#) provided the institution with information related to external perceptions of the College and its value to area communities and stakeholders. During the 2012-13 academic year an [economic impact report](#) was provided by an external organization (EMSI) related to the College and its service area. Information from both reports has been presented to employees, the Trustees, and back to the public. The findings in the reports have been used to adjust Master Plans, Strategic Plans, the [Institutional Effectiveness Dashboard](#), and the [President's Goals](#).

4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.

Neosho County Community College is not perfect, but is certainly an example of looking for efficiencies of operation while optimizing effectiveness related to performance and taking advantage of opportunities for growth and expansion of its influence. Over the past decade the institution has seen a consistent decrease in support from the state of Kansas, a slowly diminished availability of federal resources (grants, etc.), variable support from county tax assessments, while being aware of competition from various levels of education and training. NCCC has developed an adaptability capacity to leverage resources, arrange collaborative projects, and a willingness to allocate resources to meet the challenges of growth, performance, and accountability during a time of economic instability.

An example is the Ottawa Campus of the College. The site was developed based on a flat enrollment trend rather than on growth speculation. A very conservative approach is used by the College to anticipate revenue. New programs must have complete external funding to begin and for initial phases of implementation, so that commitment of institutional support will be made based on actual results rather than anticipated performance.

The College has over \$1.5 million in reserve (approximately 10% of our annual budget expenditure needs). Due to limits in state and federal resources, and concerns about increasing the mill levy in Neosho County, the primary revenue enhancement has been increases to student tuition and fees. Even with these the costs of attendance have remained consistently competitive with other area community colleges. A concern of the College is state legislative review of what constitutes real property for purposes of county tax assessment. One major industry within Neosho County has filed an appeal for a recent assessment. The College has "banked" the semi-annual valuation funds from the county pertaining to this industry, and will not use the funds until the case is settled. The uncertainty of the case has had some negative impact on resources

available for the institution to use. Other evidence of the institution meeting the expectations of this core component includes:

- The Strategic Planning Committee is continually reevaluating elements of the plan in light of realistic fiscal expectations.
 - Identify, assess and respond to community needs [[Strategic Plan](#), B.3].
 - Enrollment increases over 10 years support financial resource base [[Educational Master Plan](#), Section 1 p. 5-17].
- The College has taken calculated risks to enhance enrollment and that component of resource development through:
 - Construction of a new facility for the campus in Ottawa, which has resulted in sustainable enrollment, out-district tuition/fees, enhanced opportunity for external resource development (grants, gifts, partnerships).
 - Serving two of the state's regional universities by teaching developmental mathematics on the university campuses [[Pittsburg State University](#) and [Emporia State University](#)], which has resulted in a closer association with each institution for transfer, for possible grants/external projects, and is based on the stronger academic performance gained by students using the NCCC curriculum and instructional approach, with added enrollment for NCCC. Three sections were offered at Pittsburg State University in the spring of 2013 (the University does not have mandatory placement), and Emporia State University had seven sections (they do have mandatory placement).
 - Development of a partnership with the Garnett Unified School District #365 in Anderson County (part of the college service area for its northern region), so that the [Eastern Kansas Rural Technical Education Center](#) will start in fall 2013 with welding, expanding CTE training opportunities in rural southeast Kansas.
 - Serving as the coordinating partner for an adult education consortium involving three other community colleges and one school district to optimize education and related services for this target population. [[Adult Basic Education Memorandums of Understanding](#)]
 - Support for distance learning through the college's Online Campus resulting in enrollment and credit hour growth.
 - NCCC has been the recipient of federal grants for TRiO programs (hosting Upward Bound, Student Support Services, and Talent Search projects), Title III Strengthening Institutions project, and Community-Based Job Training Grant project. These opportunities expand resources for the institution to reach at-risk student populations with stronger educational programs, services, and economic/community development impact.

5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Enable New and Changing Technologies

The institution strives to continually evolve a standard, but flexible infrastructure and services to enable and leverage new and changing technologies. It is imperative that we are able to find ways that we can learn about, evaluate, and implement emerging technology. Decision makers work closely with the faculty and staff to gain insight into what they are seeing and seeking in their respective areas. In addition we send one or more staff members to evaluate emerging technology at conferences and other showcases such as Innovations and CIT on an annual basis. Technology improvements in the classroom are be driven by faculty, but technology staff also provide expertise and assist with classroom technology implementation. Technology staff employ a working knowledge of these new products and are able to train and assist with their implementation in the classroom.

Fees assessed to students provide a stable base of resources to assist in technology research and implementation.

Computer Fees – Chanute Campus					
	2007-08	2008-09	2009-10	2010-11	2011-12
Revenue	\$107,105	\$115,703	\$111,195	\$120,785	\$132,338
Expense	\$108,428	\$58,452	\$58,065	\$156,860	\$88,120

Figure 80 Technology Fees - Chanute Campus

Computer Fees – Ottawa Campus					
	2007-08	2008-09	2009-10	2010-11	2011-12
Revenue	\$68,078	\$66,805	\$93,663	\$105,743	\$116,913
Expense	\$108,428	\$58,452	\$58,065	\$156,860	\$88,120

Figure 81 Technology Fees - Ottawa Campus

Staff works with employees as well as with vendors to identify and investigate needs and opportunities that can provide increases in effectiveness and efficiency of employee work and student learning. Examples include video capture, a learning management system integrated with the student data system, and numerous items of equipment and software (PCs, laptops, iPads, video/audio presentation equipment, Microsoft Office Suite, and specific software to support instruction and other units. Resources have also been allocated to provide additional staff for technology services, an [Instructional Design Specialist](#) to support all instructors, and online tutoring. In addition, additional staff have been added to technology services, and an instructional design specialist has been added to assist all instructors with enhancing student learning.

Some initiatives in place to support this are as follows:

- Continue to provide the fiscal resources to implement the [Strategic Technology Plan](#).
- Establish infrastructure replacement cycle to anticipate and meet institutional requirements.
- Continue to review and utilize the Technology Replacement Schedule.
- Provide up-to-date hardware and software.
- Enhance video surveillance system per Safety and Security Committee recommendations.
- Evaluate and implement virtualization technologies where appropriate.
- Simplify the way users' access institutional resources.
- Utilize new and existing software functionality to maximize efficiency and potential.
- Ensure continuity of technology services for academic and administrative purposes.
- Leveraging state contracts which provide for economy of scale otherwise not available to a rural community college.
- Continue to review the Strategic Technology Plan on a regular basis and make appropriate modifications based on master plan documents.

The College examines other items, including demographic shifts and globalization as they relate to the mission, vision, and purposes of a rural community college. Examples of the College meeting these areas include, but are not limited to:

- Development of the new campus in Ottawa
- Development of the [Eastern Kansas Rural Technical Education Center](#) in Garnett, a collaborative effort with a rural school district to meet recent state legislative initiatives supporting CTE education into secondary schools
- Support for the Online Campus to meet both concerns of rural access as well as a world market that often finds NCCC due to international students who use NCCC. The College sees a significant international student enrollment through Online and Ottawa Campuses due to international student interest and enrollment at the University of Kansas (just 20 miles from the Ottawa Campus).

The Strategic Planning Committee makes every effort to anticipate all factors that should be considered and any changes that may occur in those factors. Examples from the [2012-13 Strategic Plan](#) include, but are not limited to:

- Providing for increased support for staffing in the nursing and allied health departments to compensate for the emerging technology of the simulation labs [A.2.2]. Perkins grant funds have been used for both simulation equipment and personnel to enhance nursing and allied health instruction for the College.
- The increased training on resource development discussed in the plan is also intended to help develop and maintain some of the new emerging technological advancements [A.3.1].
- Changing demographics are carefully considered in the strategies to increase and sustain enrollment [A.1.1]. The Strategic Plan provides for new marketing strategies specifically for the Online Campus which developed from technological

advances and continues to expand [A.3.2]. The committee's awareness of the globalization of the market for the College has led to an increased emphasis on the need to enhance the effectiveness of the website [A.2.3]. The plan also takes into account the changing demographics of the service area, providing for lifelong learning opportunities that may be desired by the increasing population of nontraditional students [A.2.3]. The committee also develops strategies to utilize emerging technologies such as social media in the most effective manners. We have also restructured job descriptions to meet changing needs, including a specific designation of an Ottawa staff person to be the primary point of contact for international students at that campus.

- The Strategic Plan supports appropriate technical training for employees [C.3.1]. Technical support mechanisms are available via e-mail through "help desk" and "web help." Technical support is also provided onsite by the Technical Services department [C.3.2]. Up-to-date hardware and software is purchased through departmental budgets [C.3.3]. Computers in computer labs and employee computers are on a replacement schedule. Updates to new software are installed on computers as these become available. [C.3.3]. Regular IT department maintenance keeps equipment and servers in optimal condition.
- Academic program creation and modification by surveying members of occupational program advisory committees, networking, environmental scan, State of Kansas Department of Labor's Occupational Outlook Study [[Master Educational Plan](#), p. 17].
- Analysis of public school (K-12) enrollment projections for those districts served by the College, along with general population data from state and federal sources [Kansas Department of Commerce, State Board of Education, Kansas Board of Regents, and U.S. Census data/reports].

5D. The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.

NCCC uses several approaches to analyze performance and develop improvement plans. Examples include but are not limited to:

- The evaluation of the [Institutional Effectiveness Dashboard](#) targets areas with the lowest scores are targeted for analysis and improvement planning, and are included in the Strategic Plan. Those items, plus others noted through the [Strategic Plan](#) and/or the Board of Trustees evaluation of the President help form the [President's Goals](#) which drive annual focused improvement processes. Planning and budgeting decisions are often made based on deficiencies noted on these surveys. The latest results indicate that we are doing an above average job in satisfying the needs of the Faculty, Staff, and Students that that we continue to improve. The detailed results of each of these can be obtained in the

Strategic Technology Plan, other master plans, and reports concerning the assessment processes. Elements of the scorecard include: results of surveys such as Noel-Levitz, CCSSE, CAAP; results of audit reports, grant performance reports, CLERY data, program reviews, effectiveness of developmental education, success rate for students in programs with external licensure/certification, transfer student performance, IPEDS and state Regents data reports, survey of graduates, student surveys of courses/instructors, assessment of student learning, interaction with advisory committees, and the Trustees evaluation of their performance.

- The [Strategic Plan](#) provides for a continual process of evaluation of all operations with optimization and improvement as the goal. The 2011-12 plan called for implementation of a regular SWOT analysis of the enrollment management process [A.1.1.2]. The committee also strives for continual analysis and improvement of the students' experiences at the College [A.1.1].
- The [Strategic Planning Committee](#) reviews and develops new strategies annually as part of the strategic planning process to improve efficiency and effectiveness at NCCC [Strategic Plan Goal C.4.7].
- The Board of Trustees receives a summary of assessment of student learning and student perceptions each year. For the past six years the College has used the [Noel-Levitz Survey](#) with students to gauge their satisfaction with the institution, and the [CCSSE Survey of Student Engagement](#), in an alternative year rotation. The results are reviewed at several levels: Executive Committee, Student Learning Division meetings, Faculty Meetings, and inservice, as well as reviewing results with the Board of Trustees and including the results in the [Institutional Effectiveness Dashboard](#) assessment.
 - [Noel-Levitz](#) survey results are presented to the Board of Trustees in the fall term following their completion. Areas for improvement were identified based on the gap between the institutional score and the national mean. These items were tagged for review with the new Strategic Plan, and included:
 - Improving academic and career advising
 - Ensuring sufficient course offerings are available for program of study completion with proper sequencing
 - Reviewing quality and fairness of instruction.
 - With general education learning outcomes, analytical thinking was targeted for specific focus during 2012-13 as the three year scoring trend from faculty for this outcome had shown lack of improvement (76% in 2009-10 to 72% in 2011-12). Both the August 2012 and January 2013 inservice agendas featured mandatory faculty sessions to discuss and develop ideas addressing analytical thinking specifically, and raising awareness of the general education learning outcomes in general. [See also: [Criteria Three](#), [Criterion Four](#) and [Assessment Report to the Board of Trustees, Fall 2012](#)].
 - The [President's Goals](#) are developed annually with input from the Executive Committee and the Trustees, often including items that indicate room for improvement from the [Institutional Effectiveness Dashboard](#),

strategic plan elements, and components from the [Master Plans](#). The goals are reviewed and confirmed by the Trustees.

2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Analysis and assessment of performance and operations at NCCC is ongoing, using both immediate and longitudinal approaches. The [Institutional Effectiveness Dashboard](#) is used annually to gauge performance of the College related to its purposes. The items within the dashboard include what many would consider standard and mandatory elements as well as some that offer flexibility based on changing circumstances. Elements within the dashboard include:

- Results from Noel-Levitz Student Surveys
- Results from Developmental Education
- Pass rates on licensing exams
- Clery statistics analysis
- State data reports analysis
- Employee survey results
- Student evaluations of courses/teachers
- Program review analysis
- Analysis of advisory board input
- Departmental reviews
- Analysis of master/strategic plans
- Results from CCSSE Surveys
- Title IX Effectiveness Analysis
- Results from Perkins audits
- IPEDS data analysis
- Financial audit reports analysis
- Survey results from graduated students
- Assessment of student learning data
- Reports on grants performance
- Environmental scanning analysis
- Professional development analysis
- Evaluation of the Trustees' performance

The Executive Committee makes scoring recommendations for the dashboard elements. Results are made available for all employees to review and offer comment, and the Board of Trustees reviews the results annually. Elements scoring lowest are often targeted as primary improvement items for the next [Strategic Plan](#) and [President's Goals](#) projects.

Other examples of the College learning from its operational experience to enhance effectiveness and capacity include:

- Organizational restructuring:
 - Due to the enrollment and course growth with online learning, the institution developed a position of [Associate Dean for the Online Campus](#) (July 2011) to provide oversight and coordination of this critical instructional component. An additional position, [Instructional Design Specialist](#), was initiated (January 2013) to lend more expertise for instructors within the structure of the Online Campus.
 - With the enrollment growth and increased engagement of the College in its northern service area (Franklin and the northern half of Anderson Counties), and with the expansion of instruction to meet opportunities outside its service area in Lawrence (allied health), and Emporia State and Pittsburg State Universities (developmental math) along with the new

campus in Ottawa (Franklin County) the institution restructured during a position vacancy to create a second [Assistant Dean of Outreach and Workforce Development](#) to concentrate on the northern service area.

- The unit of [Student Development](#) (student services) has seen significant staffing changes, the most recent of which was completed in May 2013. Starting in July there will be a [Dean of Enrollment Management](#) with the units of Registration, Financial Aid and International Students reporting within that unit, and a [Dean of Students](#) responsible for student life, with the units of residential housing, student activities, ADA and other compliance processes, counseling, and behavior threat analysis.
- The college unit for [Operations](#) has restructured to enhance leadership within both technology services and operations college-wide, providing even more effective integration of service and engagement with other units of the College.
- With the new campus facility at [Ottawa](#), a Teaching Learning Center was created. This unit acts as a learning resource center with library services, testing services, tutoring, and interaction related to adult education as well as becoming the campus hub for interaction of students and employees. Due to the success of this unit, similar restructuring of personnel is underway at the Chanute Campus to blend the library and CAVE (Center for Academic and Vocational Excellence) into one unit as they share the same facility (Chapman Hall). This new unit will be called the [Chapman Learning Center](#).

NCCC Analysis of Criterion Five

Strengths:

- NCCC has a comprehensive master and strategic planning process integrating resource allocation, mission/vision/purposes, and other elements.
- The master plan process has been presented at HLC Annual Conference to reinforce its value in aligning mission, vision, purposes and resource allocations decisions and actions.
- NCCC has a comprehensive institutional effectiveness dashboard process offering an annual review of more than 20 elements linked to the college mission, vision, and purposes.
- The Board of Trustees commitment to and affirmation of the AACCC Code of Ethics and their professional development for their role with the College.
- Annual audit reports with no major findings, and minor items have been promptly addressed.
- The establishment of a deferred maintenance budget.
- College reserve funds are fully funded.

- The College has been able to set aside funds each year to provide for improvement and advancement opportunities related to the comprehensive planning of the institution.
- The College acquired property and constructed a contemporary campus facility in Ottawa to accommodate enrollment growth in the northern service area. The facility includes state-of-the-art simulation labs for nursing and allied health.
- The College was approved by HLC for its distance learning courses/programs of study in the winter of 2013, reinforcing the capacity of the institution to meet student needs and enhance access.
- Renovations at the Chanute Campus have provided simulation labs for nursing and allied health, as well as new/renovated athletic facilities for softball, volleyball, and mens/womens basketball.
- The College has added full- and part-time employees to accommodate enrollment growth since 2004, as well as enhancements to technology and facility infrastructures.
- The College has effectively used grant projects to enhance services and programs to students and leveraging of resources through the recent economic downturn, with an emphasis on Title III Strengthening Institution resources, and Community-Based Job Training resources.
- Investment in staff development funding has increased from \$4500 (2007-08) to approximately \$15,000 (2012-13), and almost doubling the number of staff benefiting from the assistance.
- Annual employee survey responses indicate a level of agreement that is consistent in their perception that the institution is effective and efficient in use of resources to achieve the college's mission, and the needs of their units.
- Curriculum development and assessment of student learning are controlled by the faculty which reinforces appropriate shared governance in the institution.

Weaknesses:

- Deferred maintenance is not funded at the level necessary to meet all needs.
- HLC financial ratio has been less than ideal due to the new Ottawa Campus facility and other capital improvement projects.
- Facility needs at Chanute are significant in terms of lack of available space (classrooms, offices, etc.).
- Ten percent of the NCCC budget is from state funding, this is a decrease of 12% from ten years ago.
- Limitations on state and federal resources impact the capacity of the College to meet needs and opportunities (items identified through planning, etc.).

Opportunities:

- New markets for growth: Garnett and Lawrence, SB 155 initiatives.
- New partnerships with ESU, Ottawa University.

Threats:

- Concerns about the vitality of the state budget and support for education
- Federal sequester and reduced support for grants
- Potential actions by the state legislature that could limit local control (cap on mill levies, etc.).
- Issue with local industry and tax appeal/impact on valuation and funding to the College.
- Stronger economy may limit enrollment growth.

Appendices



All files of evidence are uploaded in the Electronic Resource Room. The Electronic Resource Room is stored within Neosho County's portal and learning management system, [InsideNC](#).

The general public may access most files of evidence by using this direct link to the Electronic Resource Room

https://web.neosho.edu/ICS/Academics/NC/HLC/2013_30-HLC-F13/

