NEOSHO COUNTY COMMUNITY COLLEGE
BOARD OF TRUSTEES MEETING
MINUTES

DATE: January 10, 2008
TIME: 5:30 P.M.
PLACE: Student Union, room 209

PRESENT: Kevin Berthot
Charles Boaz
Clint Isaac
Mariam Mih
David Peter
Basil Swalley

PRESENT: Dr. Vicky Smith, President
Dr. Brian Inbody, Vice President for Student Learning
Ben Smith, Dean of Planning and Operations
Sandi Solander, Dean of Finance
Brenda Krumm, Dean of Outreach & Workforce Development
Sara Harris, Assistant Dean of Ottawa Campus
Brenda Schoenecker, Director of Nursing
Bob Christiansen, Director of Development
Kent Pringle, Board Attorney
Terri Dale, Board Clerk
Adam Vogler, Chanute Tribune

The meeting was called to order by David Peter, Chairman at 5:30 p.m. in room 209 in the Student Union.

III: Public Comment

There were no speakers.

IV. Approval of the Agenda

The agenda was amended to delete the faculty senate report and under new business to add personnel and resignation before the executive session. Upon a motion and a second the agenda was approved as amended. Motion passed.

V. Consent Agenda

The following items were approved by consent.

A. Minutes from December 13, 2008
B. Claims for disbursement for December 2008
C. Approval of New Courses to Master Course List
D. Dean of Student Development Job Description Revision
E. Personnel

Consent Agenda Item V-C: New Courses/Changes to Master Course List

Before each semester begins, the Kansas Board of Regents asks coordinated institutions to submit a list of courses that the college is capable of teaching in that semester, but is not compelled to

offer. This list of courses is referred to as the master course list. Each change to the list must be approved by the academic department where it originated, the curriculum committee, the Chief Academic Officer, the President of the College and finally, the College Board of Trustees, as per NCCC policy.

Master Course List Changes for Spring 2008

New Courses
BUSO 108 Career Life Skills, 1 credit hour

Name Change
PSYC 100 College Orientation to First Year Seminar, 1 credit hour

Change in Credit Hours
ALHT 235 Ambulatory/Emergency Room Coding Lab, from 1 credit hour to 2 credit hours
ALHT 245 Acute/Long Term/Specialty Coding Lab, from 1 credit hour to 2 credit hours

CAREER LIFE SKILLS

COURSE IDENTIFICATION
Course Prefix/Number BUSO 108
Course Title: Career Life Skills
Division Applied Science
Credit Hours 1
Initiation Date Spring 2008

COURSE DESCRIPTION

Career Life Skills is a course designed to assist students in making the transition from a higher education setting to the world of the workforce. Topics covered will be employment information in a selected profession and the development of specific employment seeking skills such as resume writing, mock interviews, interview follow-up and employer expectations. Included (but not limited to) will be an overview of federal employment law, appropriate workplace and interview attire, and applicability of current employment trends in drug testing, background/criminal checks, credit check and the opportunity to interact with human relations professionals in local industry.

PREREQUISITES AND/OR COREQUISITES

TEXT: *Your Career How to Make it Happen,* 6E Julie Griffin Levitt, Thomson South-Western, 2006.
ISBN-13:978-0-538-72966-6
ISBN-10:0-538-72966-X

COURSE OUTCOMES/COMPETENCIES

By the end of the course, the student will be able to:

1. Demonstrate the skills necessary to complete a job search, including use of current electronic resources.
2. Demonstrate proper interviewing techniques.
3. Identify and demonstrate an understanding of employer expectations of employee behavior.
4. Write a resume' and cover letter.

INSTRUCTIONAL METHODS

Class exercises Class participation Guest speakers
Group activities Lectures Videos
Student presentations electronic sources

STUDENT REQUIREMENTS AND METHOD OF EVALUATION

Attend class. TBA Points
Since a large portion of the needed information will be covered during class meetings, absences will make it difficult to succeed. If you must be absent from class, you will be responsible for making up the missed work.

Class Assignments: TBA Points
At each class period different assignments will be given. The majority of the assignments will be due at the next class session. Any assignments which are handed in late will be graded at a maximum of 50% of when the assignment was due. Assignments are to be typed on a word processor. Any assignment given on the last day of the class is due to the front office seven days after the last class period.

Career Skills Project TBA Points
This is a project that each student will undertake. The student will design and develop the resume they will use on their job search. Included will be a sample cover letter, along with all other supporting documentation that an employer would use to screen an applicant pool to determine which candidate(s) would be invited for an on-site interview.

Mock Interview TBA Points
All students are required to attend and participate in a taped interview with a panel of Human Relations professionals. The interview is taped to provide the opportunity for the student and the instructor to provide constructive feedback in addition to evaluating the behavior of the student and the potential employer(s).

GRADING SCALE
Grading will be based on the total points earned on various assignment, activities and projects during the course. The grading scale is based on a percentage of the total points possible through the course. The following scale will be used:

90%to 100% A
80% to 89% B
70% to 79% C
60% to 69% D
Below 60% F

ATTENDANCE POLICY

Absences that occur due to students participating in official college activities are excused except in cases where outside bodies, such as the State Board of Nursing, have requirements for minimum class minutes for each student. Students who are excused will be given reasonable opportunity to make up any missed work or receive substitute assignments from the instructor and should not be penalized for the absence. Proper procedure should be followed in notifying faculty in advance of the student's planned participation in the event. Ultimately it is the student's responsibility to notify the instructor in advance of the planned absence.

Unless students are participating in a school activity or excused by the instructor, they are

expected to attend class. If a student's absences exceed one-hundred (100) minutes per credit hour for the course, in the case of on-line or other non-traditional courses, the student is inactive for one-eight of the total course duration; the instructor has the right, but is not required, to withdraw a student from the course. Once the student has bee dropped for excessive absences, the registrar's office will send a letter to the student, stating that he or she has been dropped. A student may petition the chief academic officer for reinstatement by submitting a letter stating valid reasons for the absences within one week of the registrar's notification. If the student is reinstated into the class the instructor and the registrar will be notified.

ACADEMIC INTEGRITY

NCCC expects every student to demonstrate ethical behavior with regard to academic pursuits. Academic integrity in coursework is a specific requirement. Definitions, examples, and possible consequences for violations of Academic Integrity, as well as the appeals process, can be found in the College Catalog, Student Handbook, and/or Code of Student Conduct and Discipline.

CELL PHONE POLICY

Student cell phones and pages must be turned off during class times. Faculty may approve an exception for special circumstances.

NOTE: If you are a student with a disability who may need accommodation(s) under the Americans with Disabilities Act (ADA), please notify the *Director of Advising and Counseling*, Chanute Campus, Student Union, 620-431-2820 ext 280 or the *Assistant Dean,* Ottawa Campus, 785-242-2607 ext 305, as soon as possible. You will need to bring your documentation for review in order to determine reasonable accommodations, and then we can assist you in arranging any necessary accommodations.

Information and statement in this document are subject to change at the discretion of NCCC. Changes will be published in writing and made available to students.

Revised/approved Jan 10, 2008

Consent Agenda Item D: Dean of Student Development Job Description Revision

When any change in personnel occurs, the administration takes a hard look at a position to determine if alterations could result in better outcomes for our students or for improved efficiency and effectiveness. In the case of the resignation of Dean of Student Development, we examined the job description and updated it, placing more emphasis on student centeredness and leadership. Many remnants of the previous description were removed from when the position was combined with that of the registrar's. Additionally, the salary range was increased to reflect average salaries in the area. NCCC did have the lowest paid Dean of Student Development in the area by 10-20%. If the Board approves this description, NCCC will list the position vacancy with the ultimate goal of July 1 start date for the new Dean.

The proposed position description and the current position description are on the following pages.

Proposed Job Description

DEAN OF STUDENT DEVELOPMENT
Reports to: Vice President for Student Learning

Classification: Full-time *12-month* Employee
Pay Status: Regular exempt

20 days vacation/12 days sick leave/regular holiday
Starting Salary range $50,000-$65,000
Revised: January, 2008

This position reports to the Chief Academic Officer and is responsible for the leadership of the College's student development team in accordance with board policy. The dean shall develop and implement programs and services that support the recruitment, retention, success and personal development of all students. The dean of Student Development works closely with administrators and faculty. Duties include, but are not limited to:

1. Serve as the Chief Student Affairs Officer for the institution.
2. Participate in a holistic model that supports students from first contact through graduation and beyond by being an active team member in the student learning division.
3. Lead, support, and supervise all departments within the student development division including academic advising, student activities, housing, registration, records, financial aid, counseling, admissions, retention and international student services for all NCCC campuses.
4. Lead and assess the out-of-classroom learning for all students, including student/community involvement and participation.
5. Know the students.
6. Prepare and execute student development budgets
7. Carry out board policy in regard to student discipline and student conduct with authority delegated by the board to administer a fair and just disciplinary program.
8. Strive to remove all barriers to provide unfettered educational access to our students.
9. Serve as the ADA compliance officer for the institution; maintain all records relating to ADA
10. Attend college events to show support for students as time permits.
11. Support the Assistant Dean of Ottawa with student development activities for Ottawa students.
12. Maintain and continue to develop a wellness focus which includes leading healthy choices programming and a campus Health Clinic.
13. Facilitate good communication between student development departments and between the student development division and the rest of the college.
14. Survey students and research possible new student service programs that have the potential to benefit the college's growth and mission.

15. Oversee the preparation of state and federal reports, Kansas Board of Regents reports, Kansas Higher Education reports, NJCAA and other institutional reports.
16. In conjunction with institutional research, provide department, demographic, enrollment, and other general survey information as needed.
17. Maintain and update the student right-to-know crime report data to comply with the federal guidelines.
18. Conduct annual in-service meetings with student development division staff to provide uninterrupted time to develop new concepts, address on-going concerns, communicate accomplishments, and build team spirit.
19. Establish strong relationships within the community through speaking engagements, personal involvement within the community, increased use of public relations, and integration of student and community activities.
20. Serve on the marketing committee that oversees the development of new and current marketing and recruiting materials to assist recruitment of new students.
21. Coordinate the publication of student handbook, resident's handbook and other related written materials.
22. When possible, oversee the development and publication of a student newsletter in cooperation with the coordinator of student activities, marketing committee, and interested students and faculty.
23. Coordinate graduation activities.
24. Serve as an active member or chair of campus committees as assigned.

25. Perform other duties as assigned by the vice president for student learning.

Required Knowledge and Education

Supervision of staff within a student development department, preferably at a community college.

1. Evidence of oral and written communication skills and strong computer skills.
2. Masters degree in related discipline, such as higher education, counseling, or student personnel, with 5 -7 years of student service experience, with progressive leadership roles.
3. Doctoral-degree preferred.
4. A minimum of 5 years of supervisory experience in an academic institution is required.

Working Conditions

1. Normal office working environment.
2. Ability to sit in an office chair for long periods while operating a personal computer is required.
3. Some travel during normal working hours will be required.
4. Occasional overtime will be required.

Current Position Description

Dean of Student Development/Registrar
Reports to: Vice President for Student Learning
Classification: Full-time, 12 month Administrative Employee
Vacation/Sick Leave/Regular Holidays/Fringe Benefits per Board Policy
Salary: Based on education and experience

Purpose of position: This position reports to the vice president for student learning and is responsible for the administration and supervision of the student development functions of the college. The dean shall oversee the entire student development area, including advising, counseling, recruitment, admissions, student life, residence life, registration and records, financial aid, retention, and international student affairs. The dean is responsible for the development and implementation of a holistic student development program for the college that focuses on student success, satisfaction, enrichment, and goal attainment. The dean of student development works closely with administrators, faculty, staff and students.

Essential functions:

1. Serve as the chief student affairs officer for the institution; direct, support, and supervise all student development staff for the college, including advising, counseling, recruitment, admissions, student life, residence life, registration and records, financial aid, retention, and international student affairs.
2. Develop and implement a comprehensive student development plan for the college; survey students, and research possible new programs that have the potential to benefit the college's growth and mission.
3. Carry out board policy in regard to student discipline and student conduct with authority delegated by the board to administer a fair and just disciplinary program.
4. Provide support to coordinator of student activities and student government to establish a comprehensive student activities program; develop student activities for Ottawa students through coordination with administrators, staff, and students on the Ottawa campus.
5. Create an integrated group of students, staff, and faculty to spearhead "making a difference" team to identify needed campus improvements and develop a means of addressing them.
6. Oversee the preparation of reports for state, federal, NJCAA and other entities as requested;

work with technology services to provide department, demographic, enrollment, and other general survey information as needed; update the student right-to-know crime reports each summer to comply with the federal guidelines.
7. Develop a master calendar to coordinate all activities and job duties throughout student services in order to focus on continued improvement of processes, procedures, and services provided to students.
8. Oversee the development of new and current marketing and recruiting materials to assist with the recruitment of new students; coordinate the publication of the student handbook, residence hall handbook, college catalog, and other written materials; oversee the development and publication of a student newsletter in cooperation with the coordinator of student activities, marketing committee, and interested students and faculty.
9. Convene regular staff meetings in order to plan, coordinate, and communicate division- wide activities, accomplishments, and concerns; conduct annual in-service meetings or retreats to provide uninterrupted time to develop new concepts, address on-going concerns, communicate accomplishments, and build team spirit.
10. Perform official duties as registrar including, but not limited to: evaluation of transcripts, verifying athletic eligibility rosters, responding to surveys, making residency decisions, performing graduation checks, assigning new course numbers, setting enrollment, certification and withdraw dates; maintain and assist in the planning of the semester course offerings and assist in updating the master course list.
11. Assist the coordinator of student activities with developing programs to increase student involvement and participation in the community; establish strong relationships within the community through speaking engagements, personal involvement within the community, increased use of public relations, and integration of student and community activities.
12. Oversee college-housing facilities to assure students are living in a healthy and safe environment.
13. Develop and execute student development budgets.
14. Coordinate graduation activities.
15. Serve as an active member or chairman of multiple campus committees.
16. Attend college events to show support for students.
17. Perform other miscellaneous duties as assigned by the Vice President for Student Learning.

Required Knowledge and Abilities

1. Evidence of excellent oral and written communication skills.
2. Proven strong computer skills.
3. Proven supervisory skills.
4. Ability to work effectively with diverse populations.
5. Strong organizational and coordinating skills.
6. Ability to handle disciplinary issues as they arise in a firm, fair manner.
7. Willingness and ability to work as a member of a team.

Education and Experience

- Masters degree with 5+ years of student service experience preferred.
- Bachelors degree with a minimum of 5 years of supervisory experience in an academic institution required.

Working Conditions

1. Work is normally performed in a typical interior/office work environment.
2. No or very limited physical effort required.
3. No or very limited exposure to physical risk.

Consent Agenda Item V-E: Personnel

1. Resignation-Ottawa Maintenance

It was the president's recommendation that the Board approve the resignation of Robert Schuch, maintenance person, at the Ottawa campus. His last day of employment with NCCC will be January 18, 2008.

Upon a motion and a second, the consent agenda was approved unanimously.

Reports

Vice President for Student Learning: Dr. Brian Inbody, Vice President for Student Learning, distributed a written report from the Student Learning division for Trustees to read at their leisure.

Dr. Inbody presented a PowerPoint presentation entitled "Are Students Learning?". The report reviewed outcomes assessment, NCCC's system of assessment of student learning, and results from assessment of student learning.

Treasurer's Report: Sandi Solander, Dean of Finance, reviewed the financial reports she prepared for the Board. She indicated that the college is on track as projected and that the cash balance is about one million dollars ahead of the same time last year.

President's Report: Dr. Vicky Smith, President, reported on the following items:

The Board is scheduled to meet the second Thursday of February which is February 14th. That is the date of the KACCT/COP meeting, the PTK Luncheon, and the KBOR meeting in Topeka. Since Dr. Smith will be attending those meetings, as will much of the senior administration, she requested that the Board consider moving the February Board meeting to February 7th, the first Thursday of February.

Upon a motion and a second, the Board approved moving the February monthly meeting to Thursday, February 7, 2008. Motion passed.

Spring Enrollment: January 10th is seven days before the start of the semester. Last spring, January 12th was the seventh day before the start of the semester. Below Dr. Smith provided a chart on enrollment trends for the seventh day before the start of the semester. The College is a little ahead of last year at Chanute, In-District, but behind in Out-District, Ottawa, and Web enrollment.

Site	Sp 2007 CH	Sp 2008 CH	Diff
Chanute	5,639	5,667	+ 0.5%
In-District	729	804	+10.29%
Our-district	746	595	-20.24%
Ottawa	4,156	3,679	-11.48%
WEB	2,218	1,936	-12.71%

The administration believes the bad weather in December may have impacted the enrollment.

Receipt of Donation from the Estate of Hazel Defenbaugh: At the December Board meeting a resolution was passed allowing the proceeds from the estate of Hazel Defenbaugh to be disbursed to the College Foundation instead of the College. Last week, a check for $114,424.83 was received

by the NCCC Foundation from the executors of the Defenbaugh estate. The check was deposited in the Defenbaugh Memorial Fund account of the Foundation. The interest on the fund account will go to provide scholarships.

Fundraising Consultant Proposal: As the College and the Foundation has been reviewing the processes needed to undertake to insure that the College takes full advantage of all of the "deferred maintenance" tax credits passed last year by the legislature, they are leaning toward engaging a fundraising counsel that will help develop the campaign to "sell" the tax credits over the next five years.

Dr. Smith referred to it as a campaign, because the total amount of money that needs to be raised in the next five years is $1,458,290. The College and Foundation will need to raise $156,250 in 2008, of which $78,125 of the donors' giving will be eligible for the tax credits. In 2009 that will be $260,416 of which $156,250 will be eligible. In the years 2010, 2011, 2012 they will need to raise $347,208, of which $208,233 will be eligible each of those years for tax credits.

The administration believes that the Foundation and the College, while working together to have a successful campaign, will need to develop a case statement, identify potential individuals and companies inside and outside Neosho County that would be potential donors, develop both board's skills in making the "ask", and provide training for both boards.

The company that the Director of Development and the President have been having discussions with has suggested a long-term consultative counsel role, in which their firm would send a person once a month to the college to work on all of the above activities and help us have a successful campaign. During the rest of a month, their firm would be available by phone, fax and e-mail to continue the consultative process.

The consultant contract would be for 30 months, with the College guaranteeing six consecutive months, at which point the contract could be terminated with a 30-day notice. The representative verbally indicated that the fee would be $3,000 a month. Dr. Smith expects his proposal next week. Dr. Smith asked the Board to discuss is the concept, whether the Board was supportive of engaging the firm, and if the cost should be split between both entities—the College and the Foundation.

The Board indicated they would like to have more information detailing what the consulting firm would provide and would like to know the cost. The Board asked the President to bring more information to the February meeting for consideration.

Ottawa Community Center Update: On January 4th the Ottawa Community Center Task Force held a meeting with all of the partners involved in the center. They discussed the land that has been donated for the center, the new floor plan of the center, the elevations, and the square footage. They also discussed that when the numbers come in, what percentage of the common space each partner would need to financially support, the community assessment of the philanthropic giving level for the center, and the operating costs and reserve fund costs that each partner would need to determine if they could afford. Within the next five months the silent phases of the campaign will occur. At that point each partner will be told what their share of the remaining costs would be. Each partner will need to, at that time, provide a "go" or "no go" as to their participation.

Proposed New Funding Distribution Model for State Aid Disbursement: At the January meeting Dr. Smith distributed a copy of the spreadsheets that the KACCT/COP Funding Distribution Committee had developed for each college to make comments. Dr. Smith provided the original spreadsheets plus two examples using real life credit hour numbers and real life state aid. She also presented a spreadsheet that would phase-out the hold harmless factor of the distribution formula.

Following discussion by Trustees, they concluded that the model as presented "holds harmless" those institutions who decline in enrollment by "harming" those who are gaining in enrollment. Trustees also concluded that they would respond to the Kansas Association of Community College Trustees executive director, that they could not support the model as presented, but would support a model that would phase out the hold harmless factor.

Facility Master Plan Development Process: Dr. Smith reported she has been working with Ben Smith to develop the process that the College will use to select the facility master planning firm who will complete the College's Facility Master Plan. Below is the timeline we are proposing.

Facility Master Plan Steering Committee Selection January, 2008
Steering Committee Development of RFP Feb-May
Report on the Progress to Board May Board meeting
Distribute RFP/Bid Packet End of May
RFP/Bid responses Returned August 1, 2008
Architect Firms Interviewed July-August
Recommend Architect firm to Board Sept Board meeting
Facility Master Plan Presented to College April, 2009 (tentative)

Dr. Smith indicated she would ask for volunteers campus-wide to serve on the Steering Committee for the Facility Master Plan process.

Copy of Congresswoman Boyda's "Earmarks" Requests for Current Fiscal Year: Next to your place is a copy of a letter and a list of the "earmarks" that Congresswoman Boyda has inserted into various appropriations bills. Item #53 is the Ottawa Community Center.

Copy of my In-service Speech from this Morning Dr. Smith shared with the group that this in-service was the five year anniversary of her first speech to them when she arrived in January 2003. She shared what the College was like in 2003 and how far the College has come through hard work.

Agenda Item VIII-A: Catalog Revisions

Every two years the College revamps its college catalog with updated information and procedures. The college catalog, along with the student handbook and the residence life handbook, contains the policies and procedures that students must follow. The two-year review is conducted by a committee made up of the Dean of Student Development, the Registrar, the Vice President for Student Learning, and the Dean of Planning and Operations. However, the input for the catalog extends to every aspect of the college as each department is responsible for reviewing and revising their particular section or listing.

This year will be unique in the publishing of the college catalog. Fewer and fewer colleges are printing the thousands of copies of the college catalog required for the two-year lifespan of the document. Instead they are listing the college catalog on-line and are printing only a few copies for immediate use or for those who do not have computer access. This allows the publication to be a "living document," where College administration can change a policy or procedure when the need arises and not have to wait for every two years. In the on-line college catalog, degree requirements will be "locked in" once a year, but procedures can change as the situations change. The only "official" copy of the catalog will now be found only on-line. This move has an extra benefit of saving about $5,000-$10,000.

We have also changed the focus of the college catalog from a promotional publication to simply a manual. This is in line with the college catalog concept most colleges use. For instance, for previous printings, the NCCC college catalog contained hundreds of pictures adding a great deal of length

and cost to producing the piece. In keeping with other colleges, those pictures have been removed in favor of a more streamlined look.

The degrees and program emphasis sheets have been updated with changes previously approved by the Board. New Board-approved courses have been added and courses that have not been offered in the last five years have been removed. The newly approved academic calendar has been added. Numerous updates have occurred to many policies and procedures, but nothing that rises to significant levels.

The administration respectfully asks for Board approval of the 2008-2010 college catalog, with the stipulation that additional changes and additions be made to the college catalog as the administration sees fit.

Resolution 2008-1

RESOLVED, That the Board of Trustees of Neosho County Community College approves the revised college catalog for 2008-2010 as presented and authorizes the administration to make additional changes and additions as needed.

Upon a motion and a second the above resolution was approved. Motion passed unanimously.

Agenda Item VIII-B: Copier Bids

The lease for most of the college's copiers will expire this month. Specifications were developed and the College solicited bids for action at the December Board meeting. All of the bids received were rejected.

Bids were again solicited from the following companies.

Midwest Data System, Topeka
Digital Connections, Coffeyville
Corporate Business Systems, Joplin
Image Quest, Wichita
Century Midwest, Chanute

The following bids were received:

Black & White

Equipment & Service Over Color

2,100,000 Copies 2,120,000 All Copies

- Century Midwest $.02464/page $.012/ page $.0761/page
- Digital Connections $.0181/page $.007/page $.065/page
- Corporate Bus System$.0184/page $.006/page $.065/page

Digital Connections bid was the low bid with an estimated annual cost of $49,060 and totals almost $15,000 less than what was spent during FY 2006-07.

It was the President's recommendation that the Board accept the bid for copiers as specified: $.0181/page for the first 2,100,000 black and white copies; $.007/page for additional black and

white copies; and $.065/page for all color copies from Digital Connections, Coffeyville.

Resolution 2008-2

RESOLVED, That the Board of Trustees of Neosho County Community College accepts the bid from Digital Connections as outlined above.

Upon a motion and a second, the above resolution was approved. Motion passed unanimously.

Agenda Item VIII-C: Educational Master Plan

The Board of Trustees has established many directions. Among these directions the Board has asked for a fully realized set of plans outlining the future of the College. Many of these plans have been completed and have been accepted by the Board, such as the Strategic Plan, Financial Plan, Emergency Action Plan, and Capital Improvement Plan. The College respectfully submits to the Board its next plan—the Educational Master Plan.

This plan details the future educational direction for Neosho County Community College. Included in the plan are current enrollment data, future program development, infrastructure needs and program reviews. The Educational Master Plan contains many new initiatives and directions for the future and concludes with a look at each program that has been reviewed thus far. Although the writing of the document took place between July and October 2007, it represents an accumulation of years of thought, concepts and direction involving student learning. Such a plan could not have been created without a thorough understanding of the many facets of student learning at NCCC. Such understanding is gained through years of experience working with our very talent faculty and staff and studying the nature of an NCCC student. A greater understanding of service area business and industry and of state and federal agencies was also instrumental in the development of the plan.

The plan has been shared with the entire college community. An opportunity was given to all employees to offer opinion as to its content. It was endorsed by the Curriculum Committee, the Strategic Planning Committee and the Executive Committee.

If the Board votes to accept the document, the plan will be incorporated into other initiatives by the committees above and carried out. The Educational Master Plan will also be used as one of the frameworks needed to create a Master Facilities Plan.

Resolution 2008-3

RESOLVED, That the Board of Trustees of Neosho County Community College approves the Educational Master Plan.

Upon a motion and a second, the above resolution was approved. Motion passed unanimously.

Neosho County Community College Educational Master Plan

Completed January, 2008

Compiled by Vice President for Student Learning, Dr. Brian Inbody

Contents

SECTION I – ACADEMIC NEEDS, QUALITY ASSURANCE AND DELIVERY METHODS *

1.1 Academic Program Creation and Modifications *

1.2 Maintaining and Enhancing Standards of Quality in Academic Programs *

1.3 Enhancing Quality Standards *

1.4 Moving NCCC to the Forefront of Delivery Methods *

SECTION II – INFRASTRUCTURE NEEDS FOR ACADEMIC PLAN *

2.1 Facility Needs *

2.1.1 New Construction *

2.1.2 Renovations *

2.2 Technology Needs *

2.3 Personnel in Full-Time Instruction *

2.3.1 Professional Development and Support *

2.3.2 Faculty Support *

2.3.3 Student Services *

SECTION III – PROGRAM REVIEW PROCESS AND RECOMMENDATIONS *

3.1 Program/Department Review Organization of Document *

3.2 Program Reviews *

Appendix A - Listing of New Initiatives Found in Educational Master Plan *

Educational Master Plan
Completed January, 2008

The strategies that govern the educational enterprise at Neosho County Community College are diverse and wide-ranging. However, despite their breadth, the strategies are focused on one idea – to enrich our communities and our students' lives. What follows is a list of governing ideals and concepts that focuses how the student learning division will move the college's educational emphasis in the coming years. This plan was completed with input from all groups within the student learning division, research into current educational trends and occupational trends, consultation with members of business and industry, input from articulation discussions from four-year institutions, and consideration of expectations and wants from K-12 school districts.

Plan Limitations

What the plan is not is a specific list of exactly what will happen over the next 5 or 10 years. The educational environment is too dynamic for such certainty. Many of the jobs we will be preparing students for in the year 2017 have yet to be created, so it is impossible to devise a specific plan to meet those needs. What businesses move to our service area, what areas will be stressed by the Kansas Board of Regents (KBOR) and more greatly funded, what future needs arise are nearly impossible to say. What is possible is development of a plan that focuses on exploring and meeting the educational needs of our constituents in a more general framework.

It is hoped that this plan is not seen as the end-all and be-all of where we are headed, but rather provides a general framework of where the mission of the College is directing the Student Learning Division. Community colleges must be both proactive for future trends and reactive to changing needs. This report details how NCCC plans to prepare for the future while being attentive to the current needs.

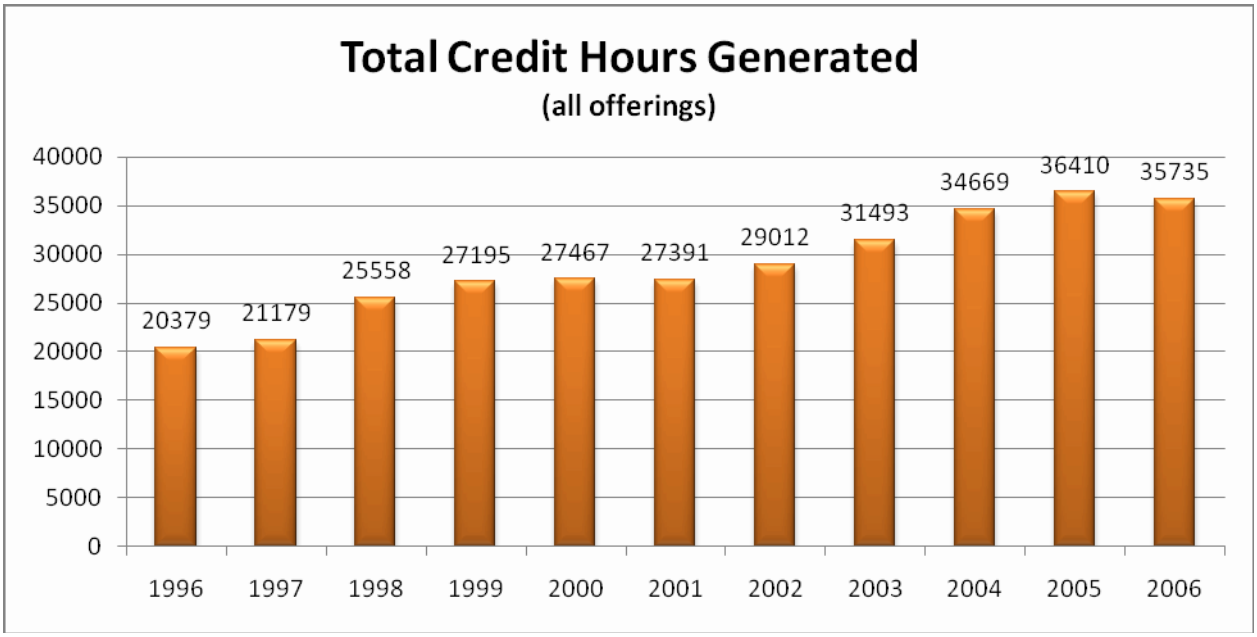
The Master Educational Plan is divided into these sections:

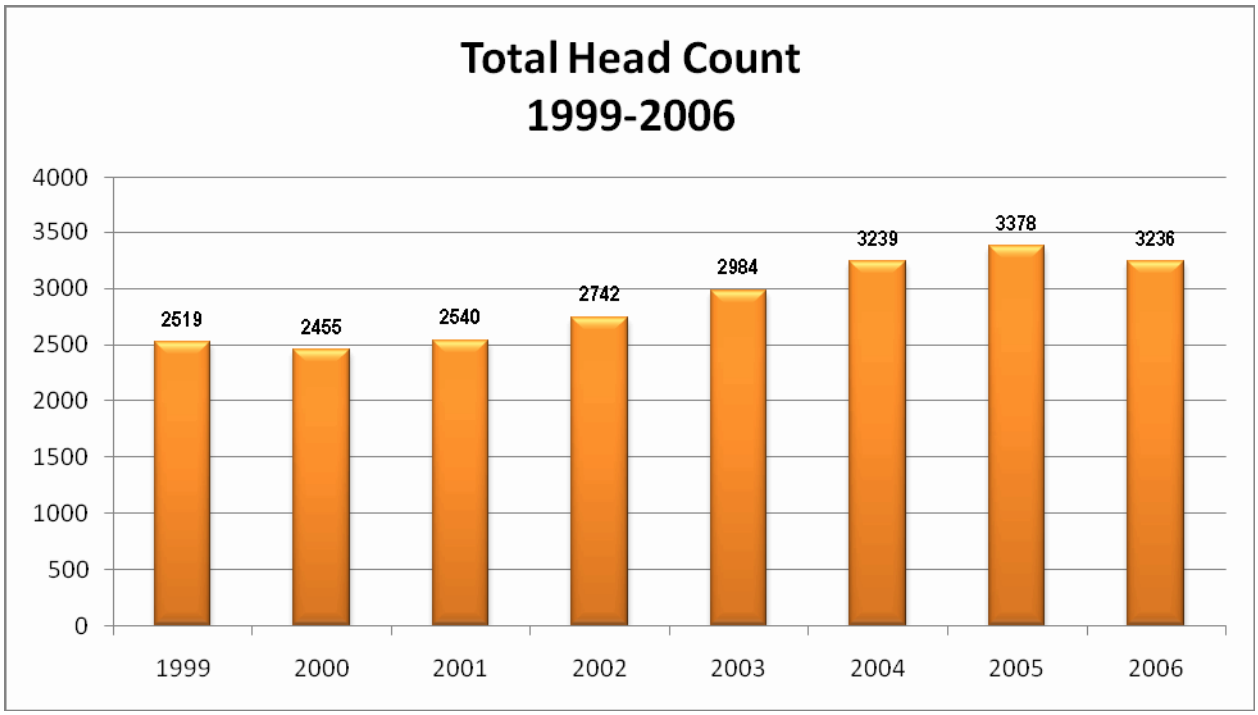
Section I – Academic Needs, Quality Assurance and Delivery Methods
Section II – Infrastructure Changes Required
Section III – Recommendations from Program Review Process

SECTION I – ACADEMIC NEEDS, QUALITY ASSURANCE AND DELIVERY METHODS

This section of the report deals with how the academic enterprise ascertains and meets the educational needs of the students and the community. It contains graphs and charts showing enrollment trends for the past 10 years at NCCC broken down by campus. It will provide insight as to the programs that are most likely to be created over the next five to ten years. Next it will detail how quality standards will be maintained and furthered. Finally, Section I will focus on how NCCC will utilize the most effective content delivery methods.

Enrollment Trends from 1996 to Present




Total Head Count
1999-2006
4000
3500
3000
2500
2000
1500
1000
500
0
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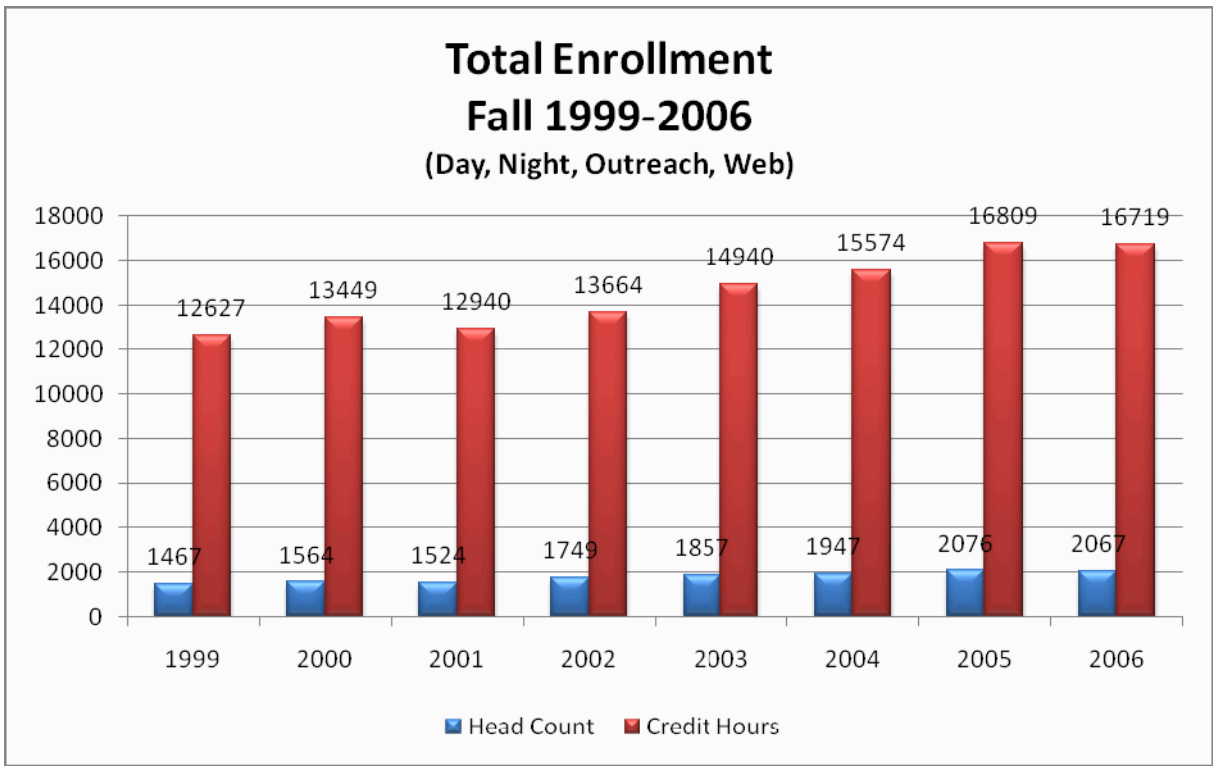
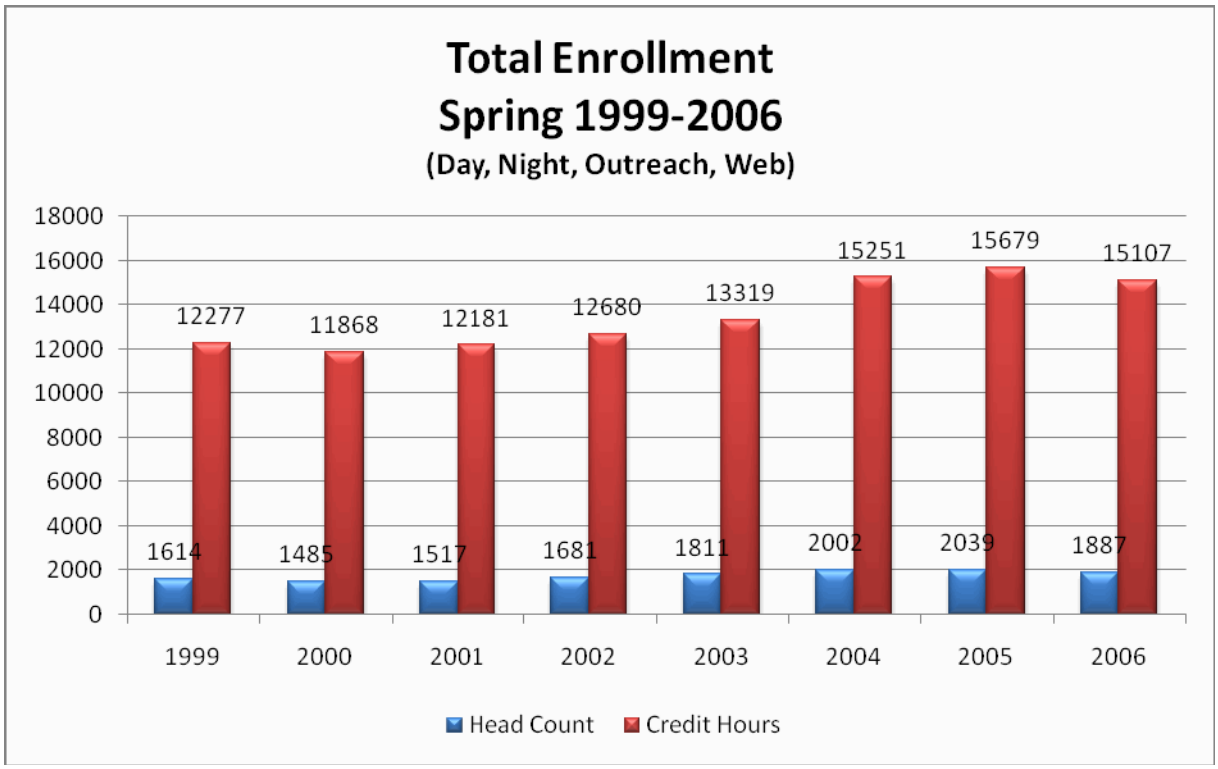
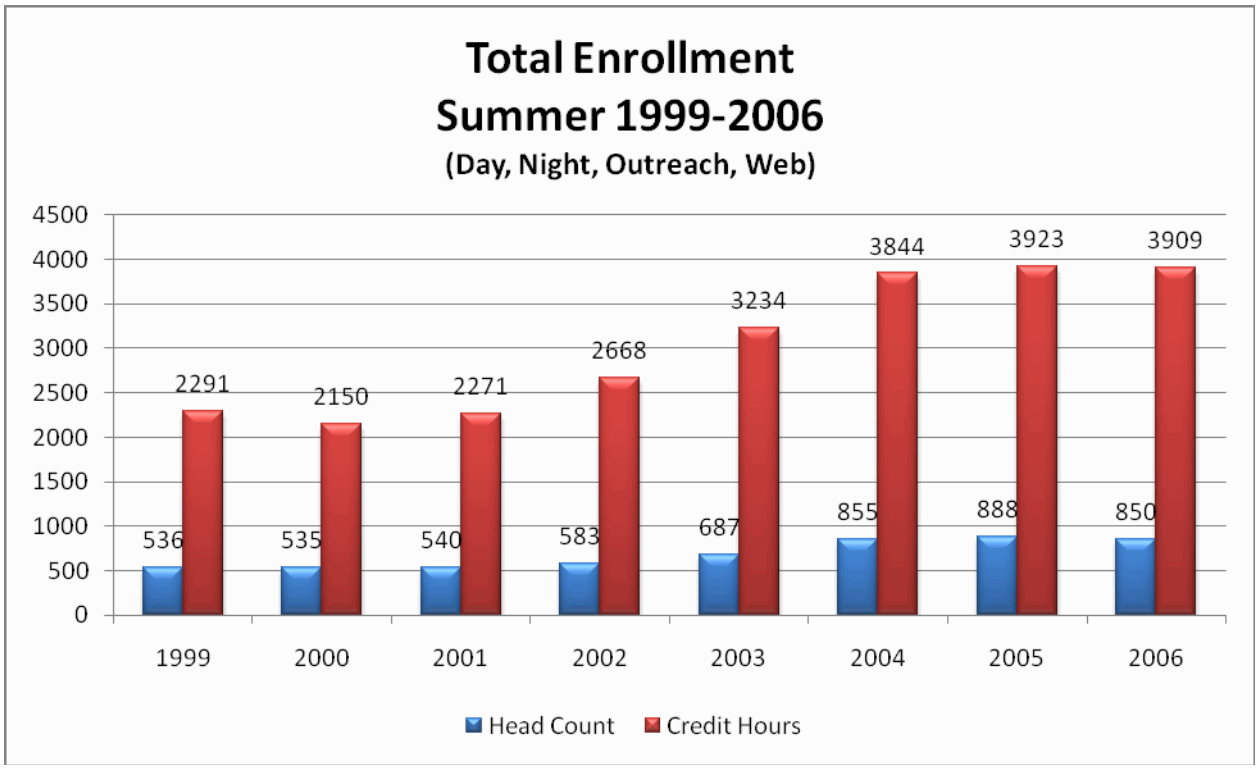
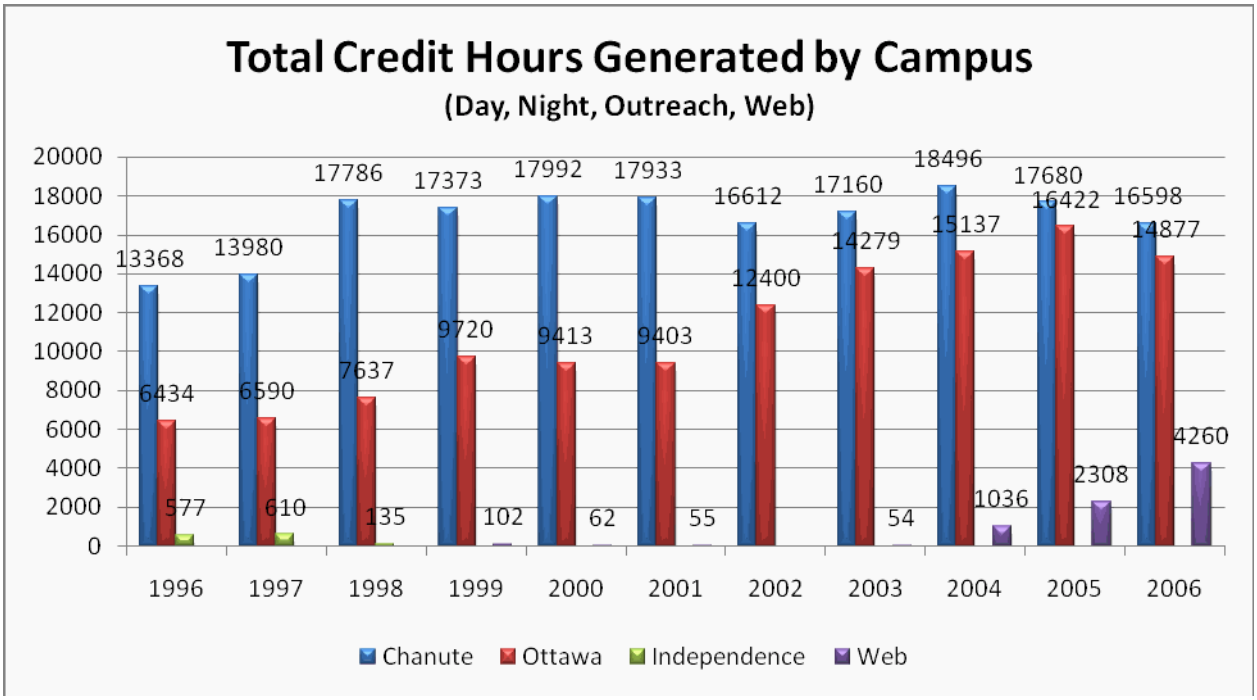
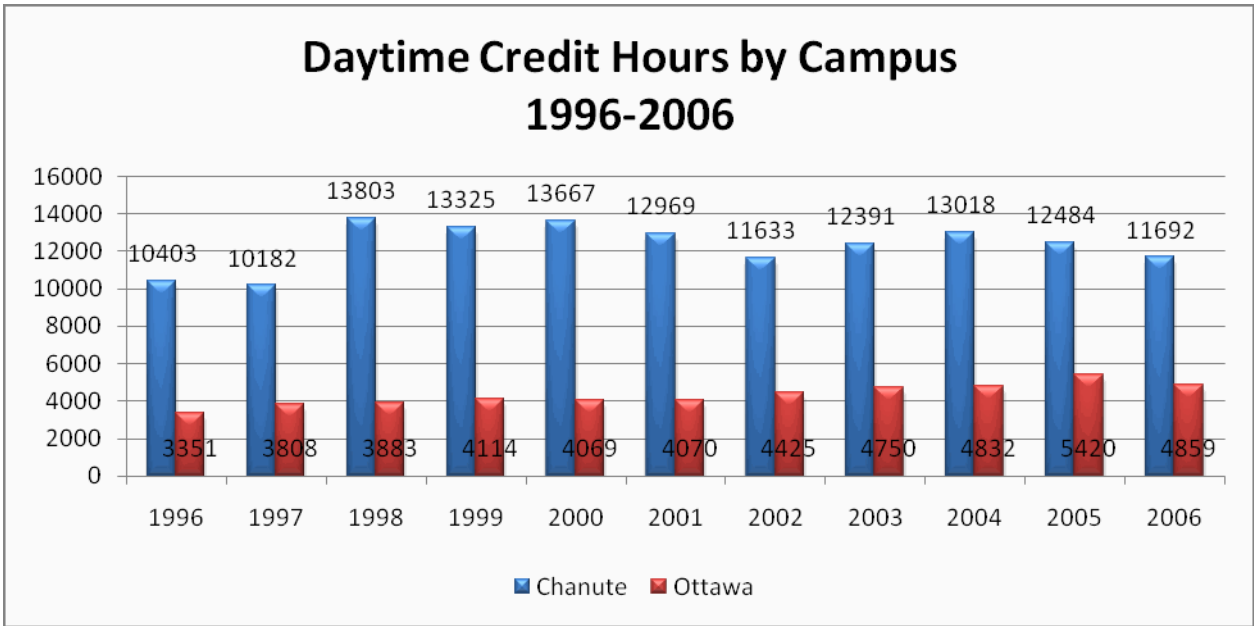
2455
2540
2742
2984
3239
3378
3236
1999
2000
2001
2002
2003
2004
2005
2006

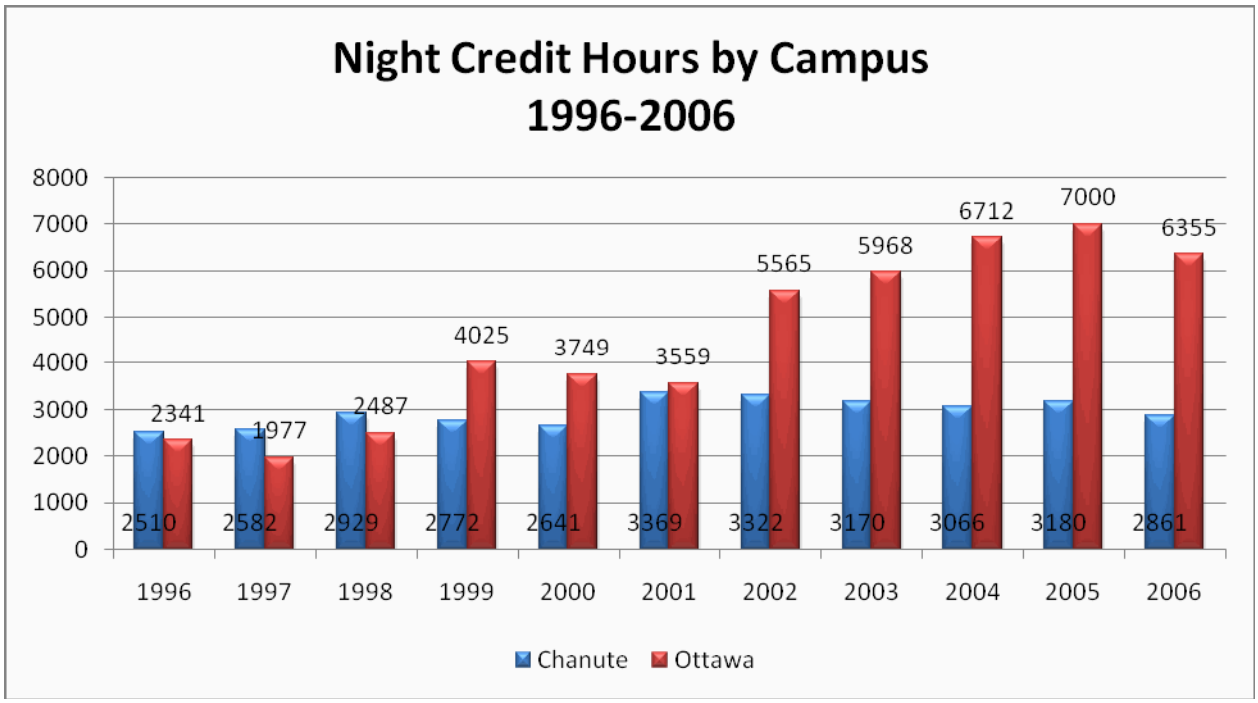

Total Enrollment
Fall 1999-2006
(Day, Night, Outreach, Web)
18000
16000
14000
12000
10000
8000
6000
4000
2000
0
12627
13449
12940
13664
14940
15574
16809
16719
1467
1564
1524
1749
1857
1947
2076
2067
1999
2000
2001
2002
2003
2004
2005
2006
Head Count
Credit Hours

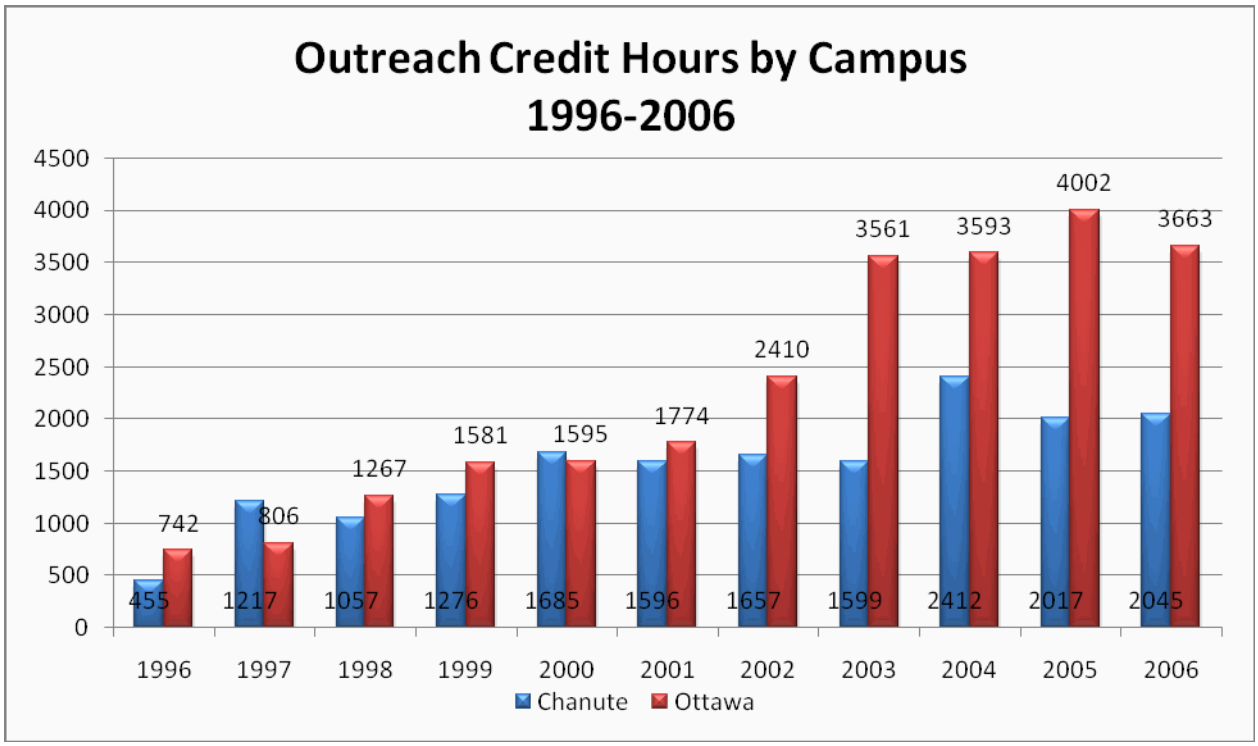

Total Enrollment
Spring 1999-2006
(Day, Night, Outreach, Web)
18000
16000
14000
12000
10000
8000
6000
4000
2000
0
12277
11868
12181
12680
13319
15251
15679
15107
1614
1485
1517
1681
1811
2002
2039
1887
1999
2000
2001
2002
2003
2004
2005
2006
Head Count
Credit Hours

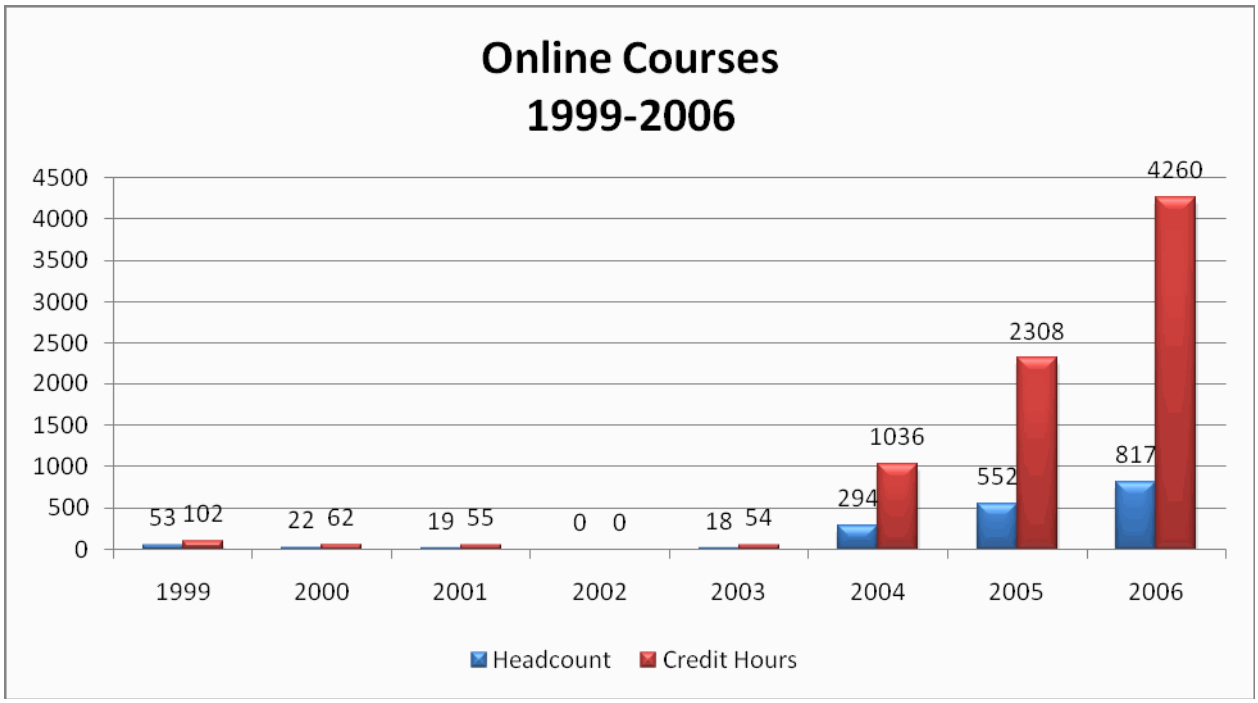

Total Enrollment
Summer 1999-2006
(Day, Night, Outreach, Web)
4500
4000
3500
3000
2500
2000
1500
1000
500
0
2291
2150
2271
2668
3234
3844
3923
3909
536
535
540
583
687
855
888
850
1999
2000
2001
2002
2003
2004
2005
2006
Head Count
Credit Hours

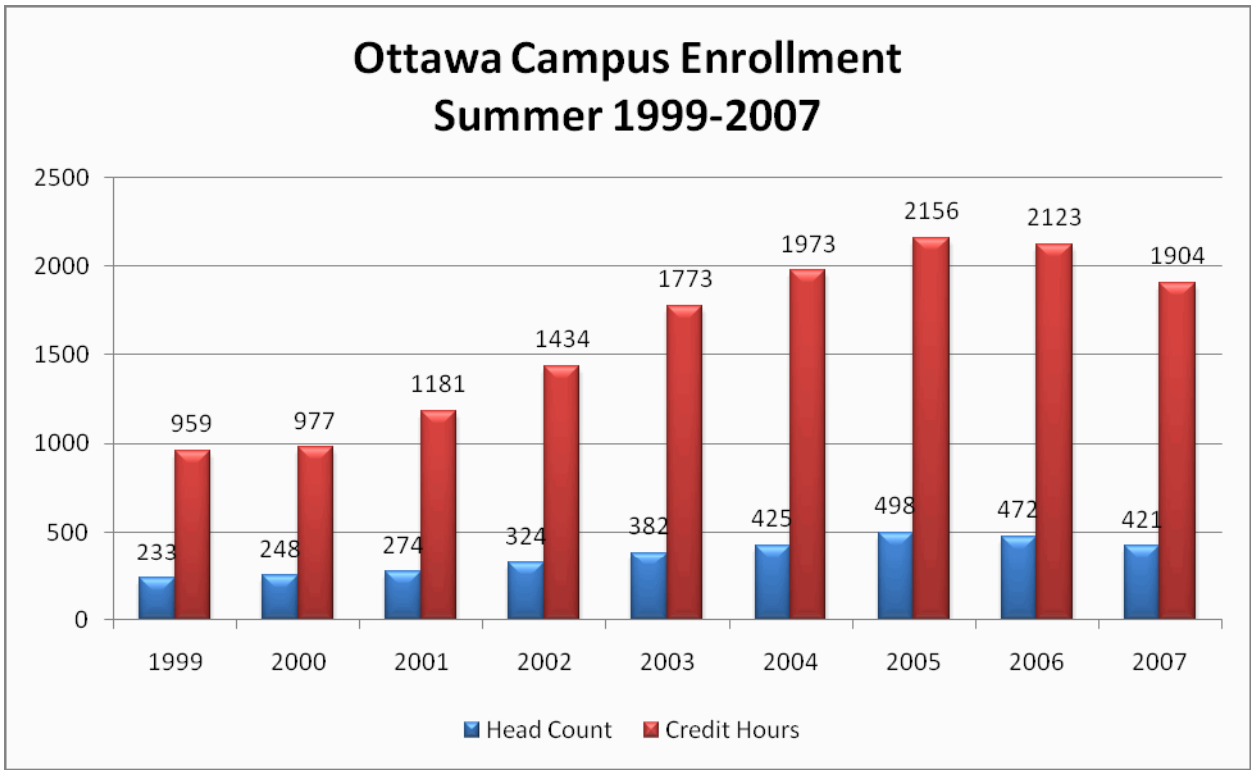

Total Credit Hours Generated by Campus
(Day, Night, Outreach, Web)
20000
18000
16000
14000
12000
10000
8000
6000
4000
2000
0
13368
6434
577
13980
6590
610
17786
7637
135
17373
9720
102
17992
9413
62
17933
9403
55
16612
12400
17160
14279
54
18496
15137
1036
17680
16422
2308
16598
14877
4260
1996
1997
1998
1999
2000
2001
2002
2003
2004
2005
2006
Chanute
Ottawa
Independence
Web

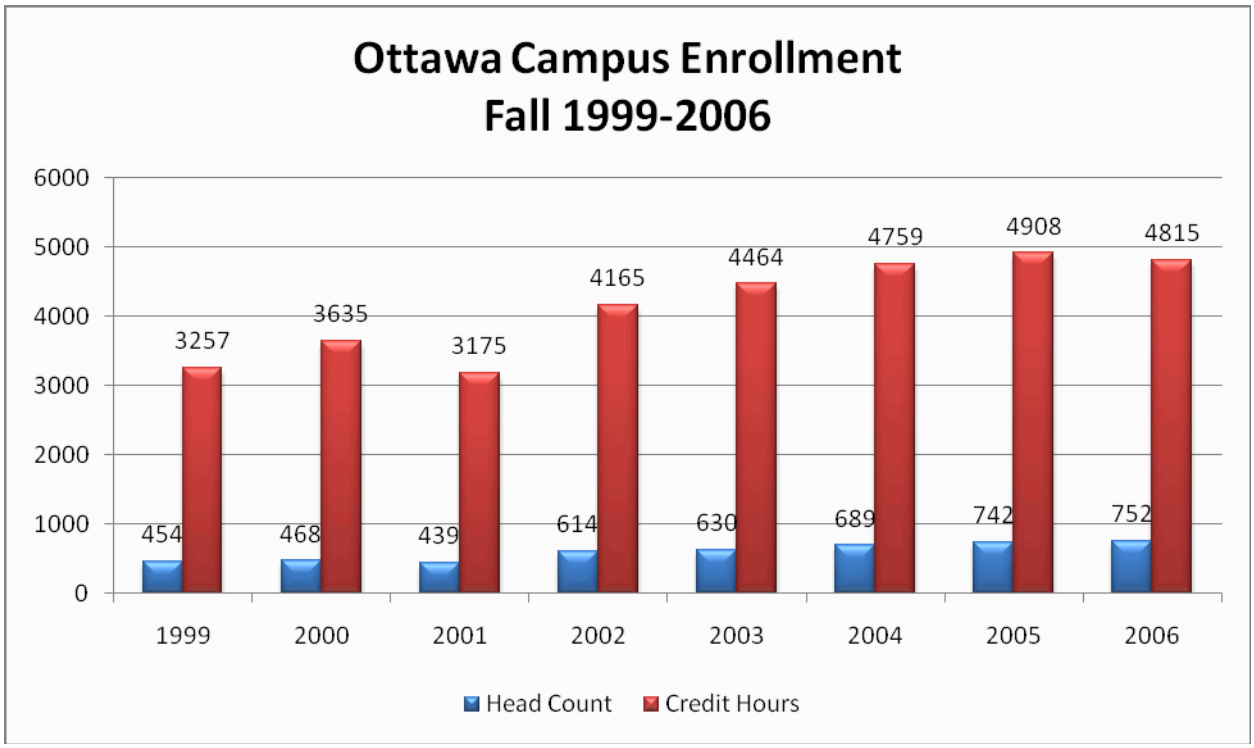

Daytime Credit Hours by Campus
1996-2006
16000
14000
12000
10000
8000
6000
4000
2000
0
10403
3351
10182
3808
13803
3883
13325
4114
13667
4069
12969
4070
11633
4425
12391
4750
13018
4832
12484
5420
11692
4859
1996
1997
1998
1999
2000
2001
2002
2003
2004
2005
2006
Chanute
Ottawa

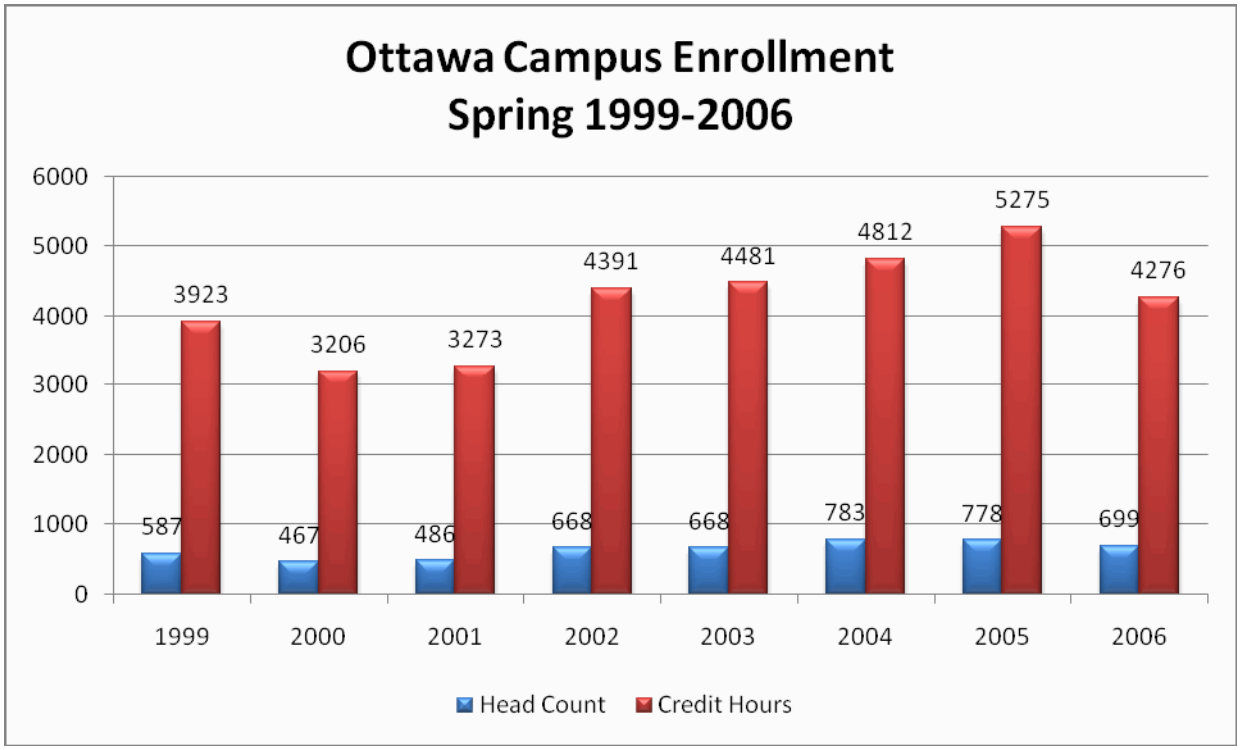

Night Credit Hours by Campus
1996-2006
8000
7000
6000
5000
4000
3000
2000
1000
0
2341
1977
2487
4025
3749
3559
5565
5968
6712
7000
6355
2510
2582
2929
2772
2641
3369
3322
3170
3066
3180
2861
1996
1997
1998
1999
2000
2001
2002
2003
2004
2005
2006
Chanute
Ottawa

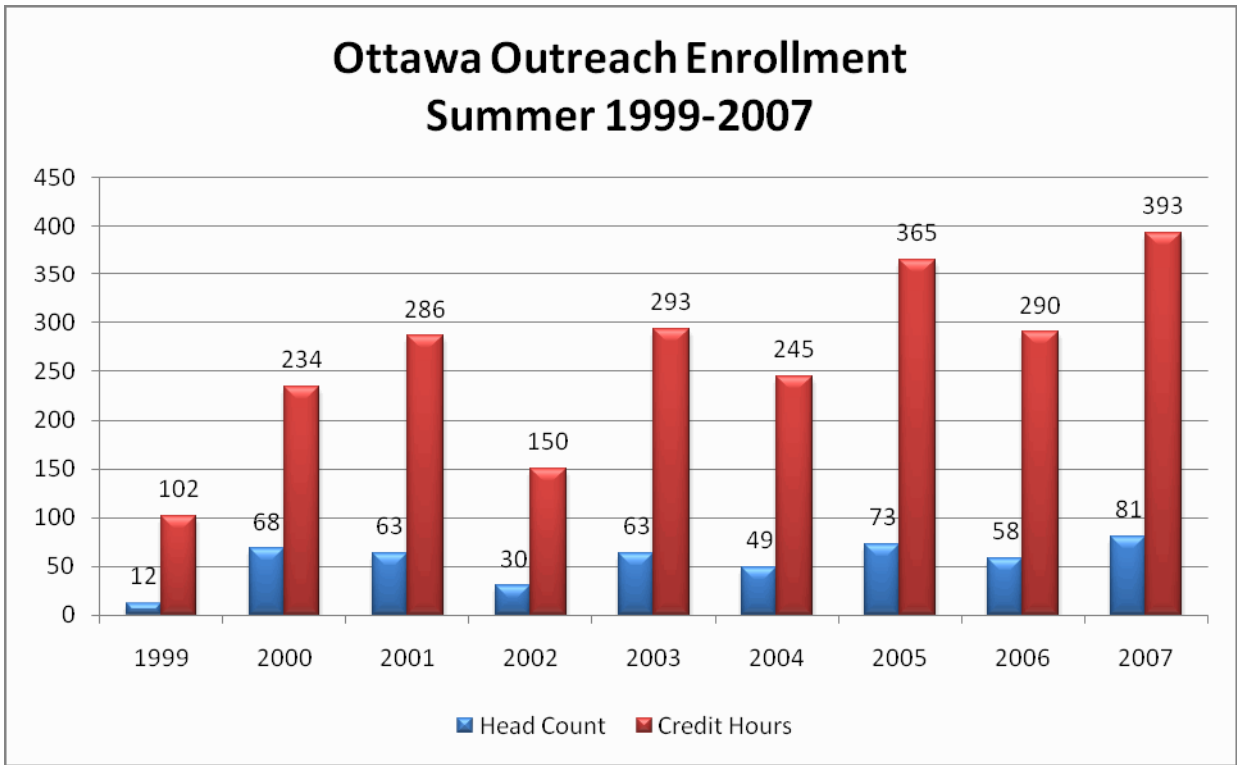

Outreach Credit Hours by Campus
1996-2006
4500
4000
3500
3000
2500
2000
1500
1000
500
0
742
806
1267
1581
1595
1774
2410
3561
3593
4002
3663
455
1217
1057
1276
1685
1596
1657
1599
2412
2017
2045
1996
1997
1998
1999
2000
2001
2002
2003
2004
2005
2006
Chanute
Ottawa

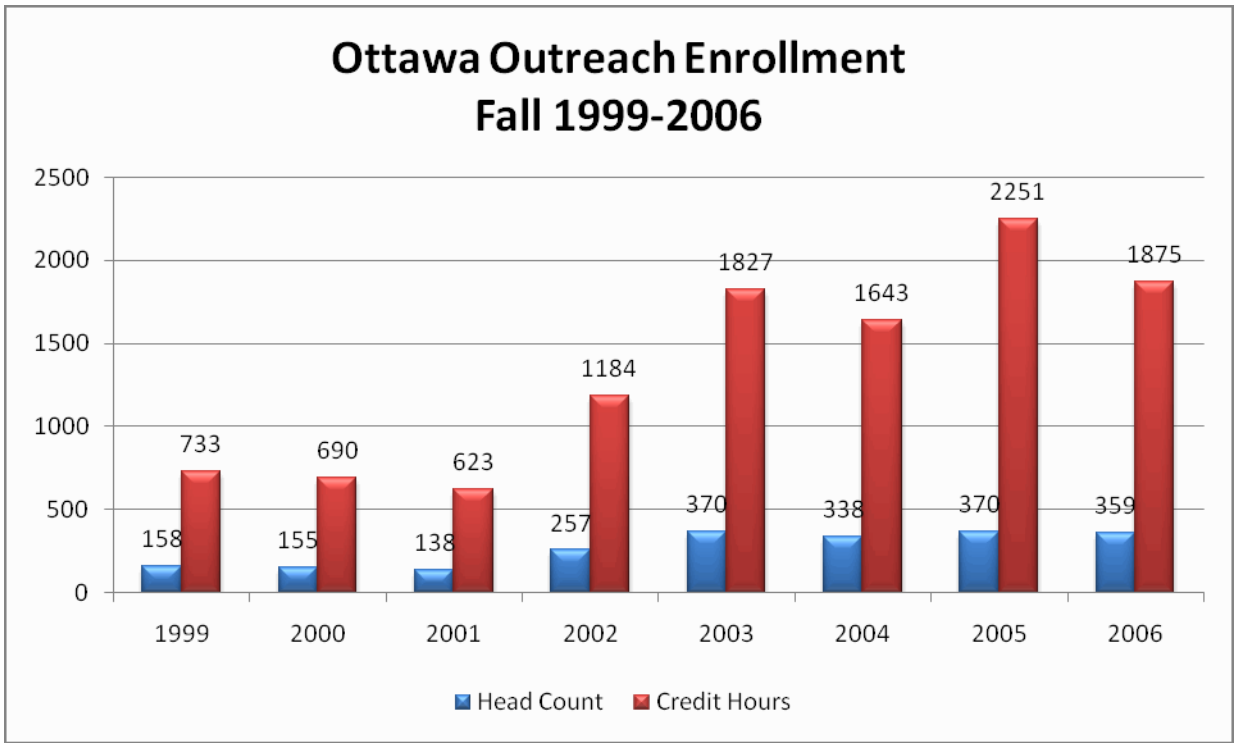

Online Courses
1999-2006
4500
4000
3500
3000
2500
2000
1500
1000
500
0
53 102
22 62
19 55
0 0
18 54
294 1036
552 2308
817 4260
1999
2000
2001
2002
2003
2004
2005
2006
Headcount
Credit Hours

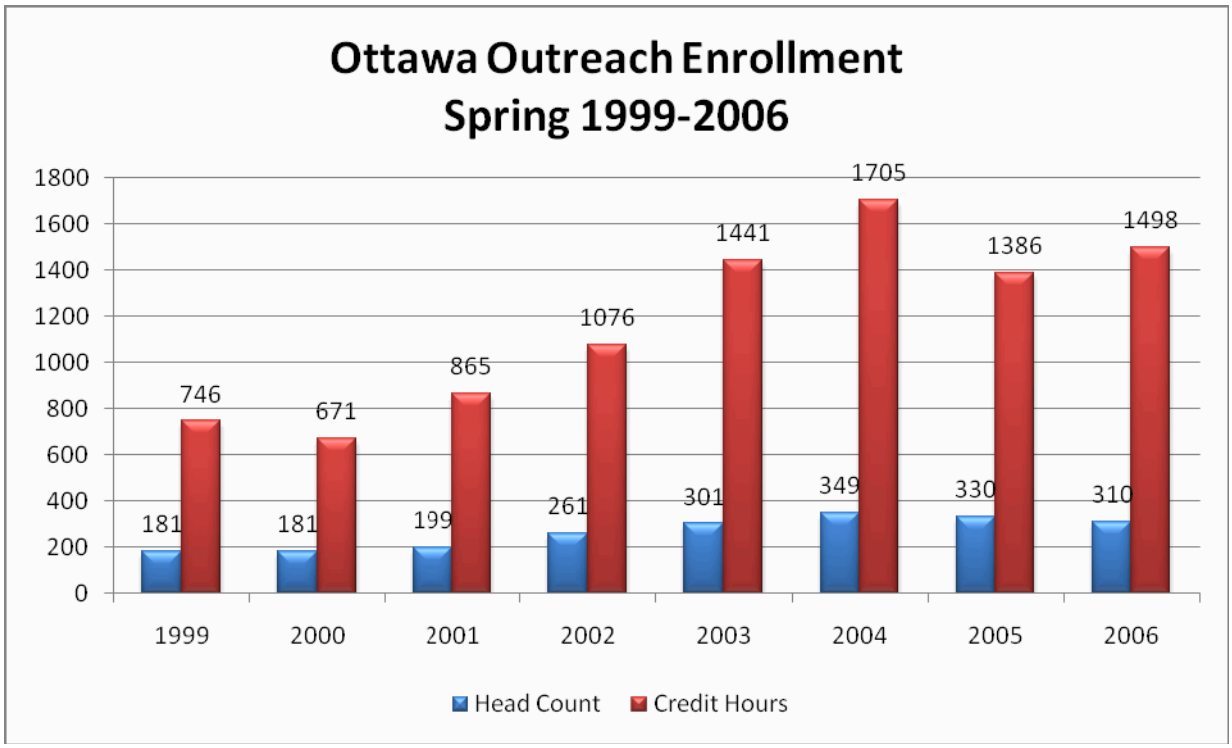

Ottawa Campus Enrollment
Summer 1999-2007
2500
2000
1500
1000
500
0
233 959
248 977
274 1181
324 1434
382 1773
425 1973
498 2156
472 2123
421 1904
1999
2000
2001
2002
2003
2004
2005
2006
2007
Head Count
Credit Hours

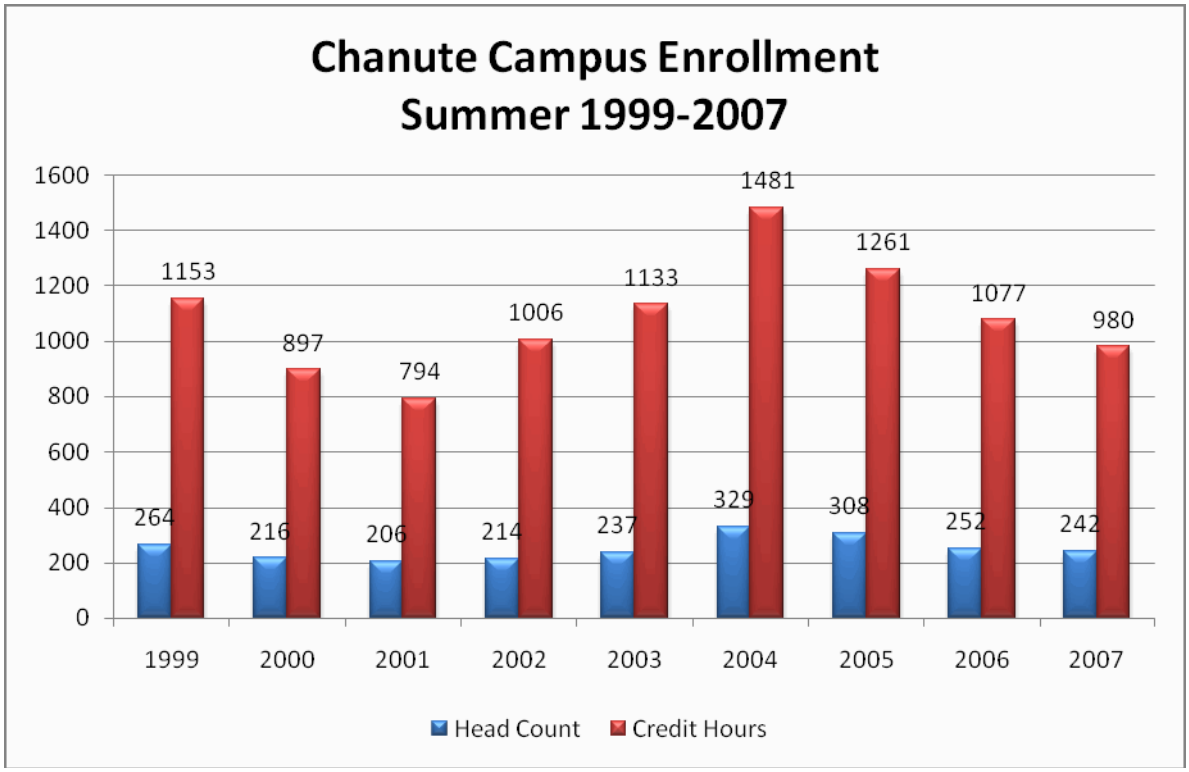

Ottawa Campus Enrollment
Fall 1999-2006
6000
5000
4000
3000
2000
1000
0
454
3257
468
3635
439
3175
614
4165
630
4464
689
4759
742
4908
752
4815
1999
2000
2001
2002
2003
2004
2005
2006
Head Count
Credit Hours

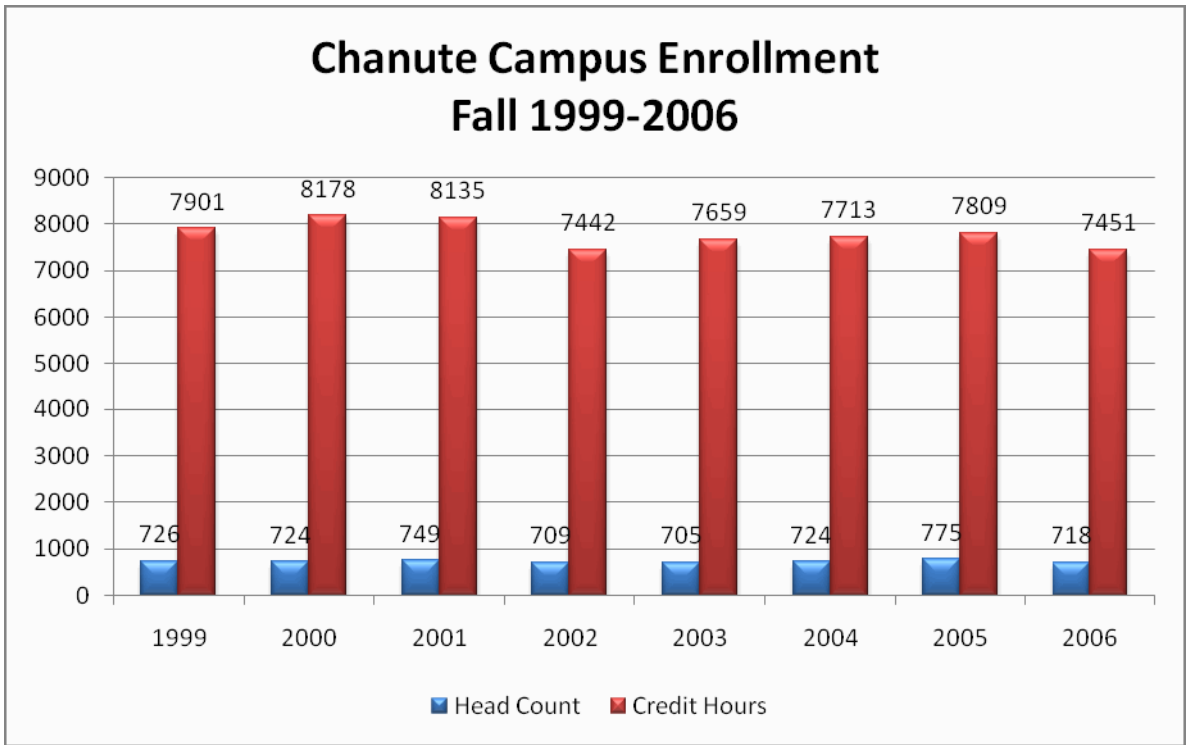

Ottawa Campus Enrollment
Spring 1999-2006
6000
5000
4000
3000
2000
1000
0
587
3923
467
3206
486
3273
668
4391
668
4481
783
4812
778
5275
699
4276
1999
2000
2001
2002
2003
2004
2005
2006
Head Count
Credit Hours

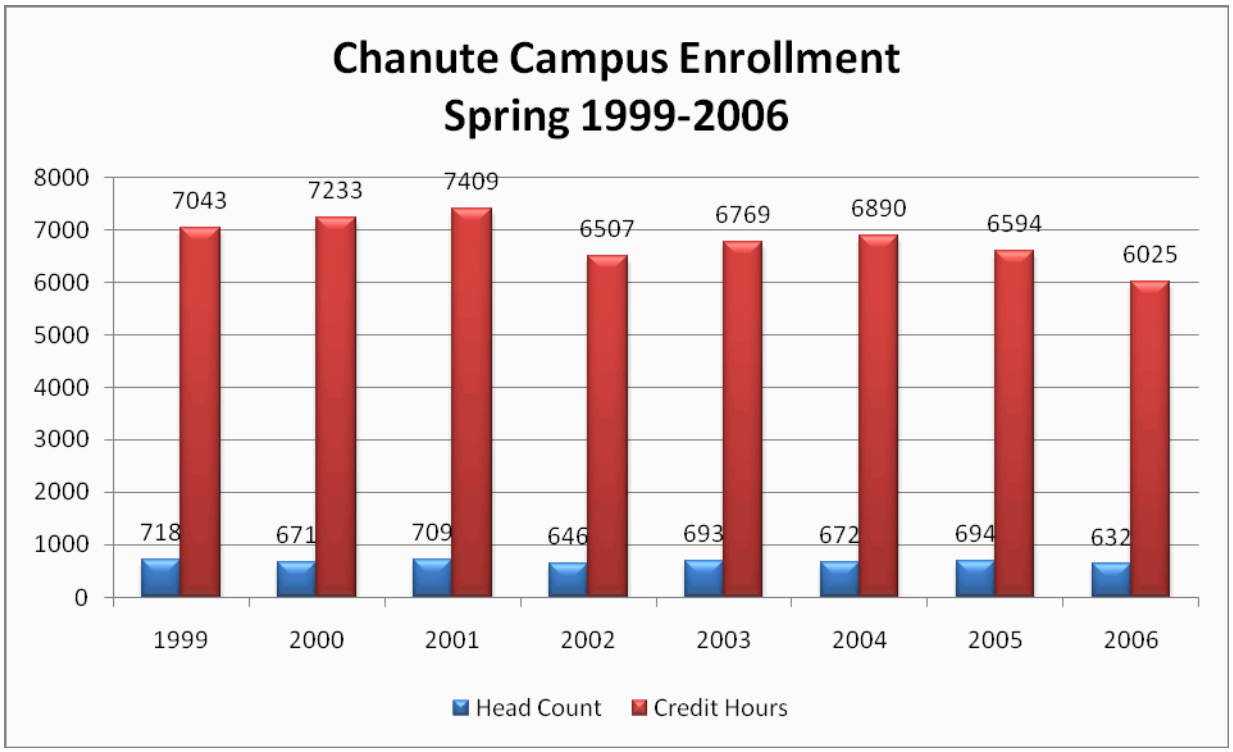

Ottawa Outreach Enrollment
Summer 1999-2007
450
400
350
300
250
200
150
100
50
0
12
102
68
234
63
286
30
150
63
293
49
245
73
365
58
290
81
393
1999
2000
2001
2002
2003
2004
2005
2006
2007
Head Count
Credit Hours

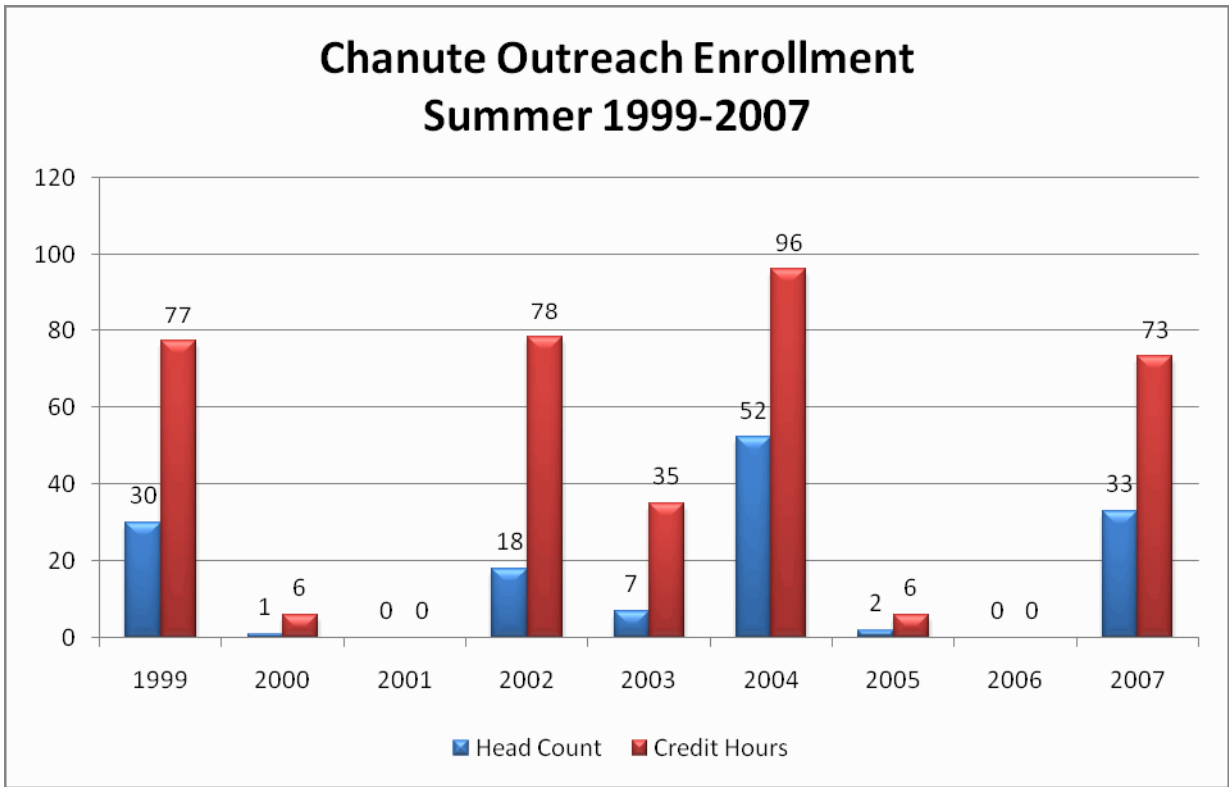

Ottawa Outreach Enrollment
Fall 1999-2006
2500
2000
1500
1000
500
0
158
733
155
690
138
623
257
1184
370
1827
338
1643
370
2251
359
1875
1999
2000
2001
2002
2003
2004
2005
2006
Head Count
Credit Hours

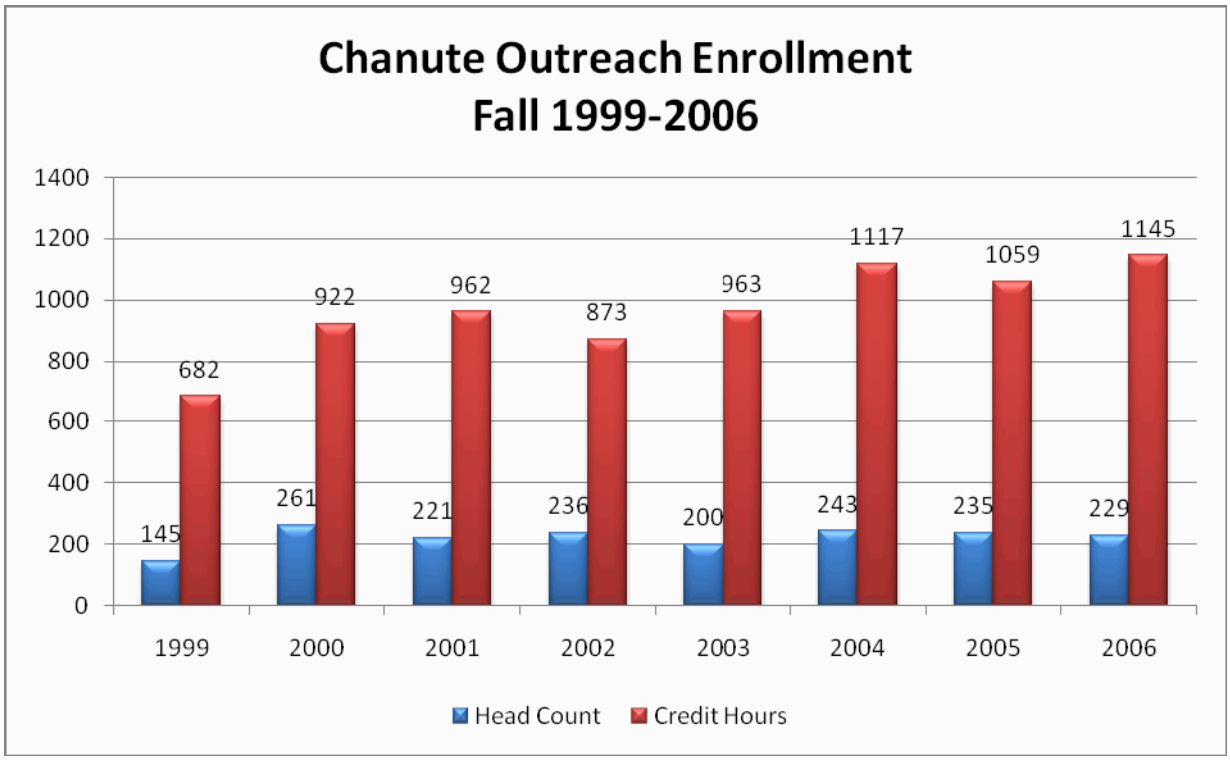

Ottawa Outreach Enrollment
Spring 1999-2006
1800
1600
1400
1200
1000
800
600
400
200
0
181
746
181
671
199
865
261
1076
301
1441
349
1705
330
1386
310
1498
1999
2000
2001
2002
2003
2004
2005
2006
Head Count
Credit Hours

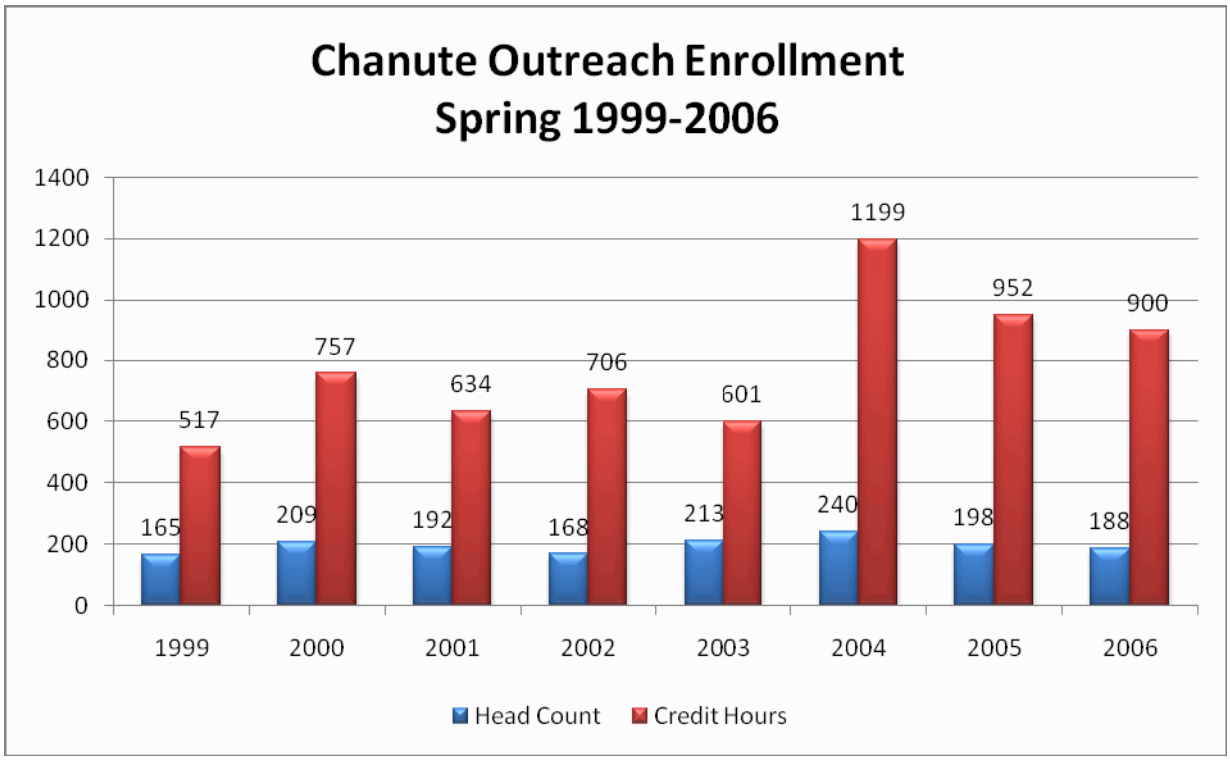

Chanute Campus Enrollment
Summer 1999-2007
1600
1400
1200
1000
800
600
400
200
0
264
1153
216
897
206
794
214
1006
237
1133
329
1481
308
1261
252
1077
242
980
1999
2000
2001
2002
2003
2004
2005
2006
2007
Head Count
Credit Hours

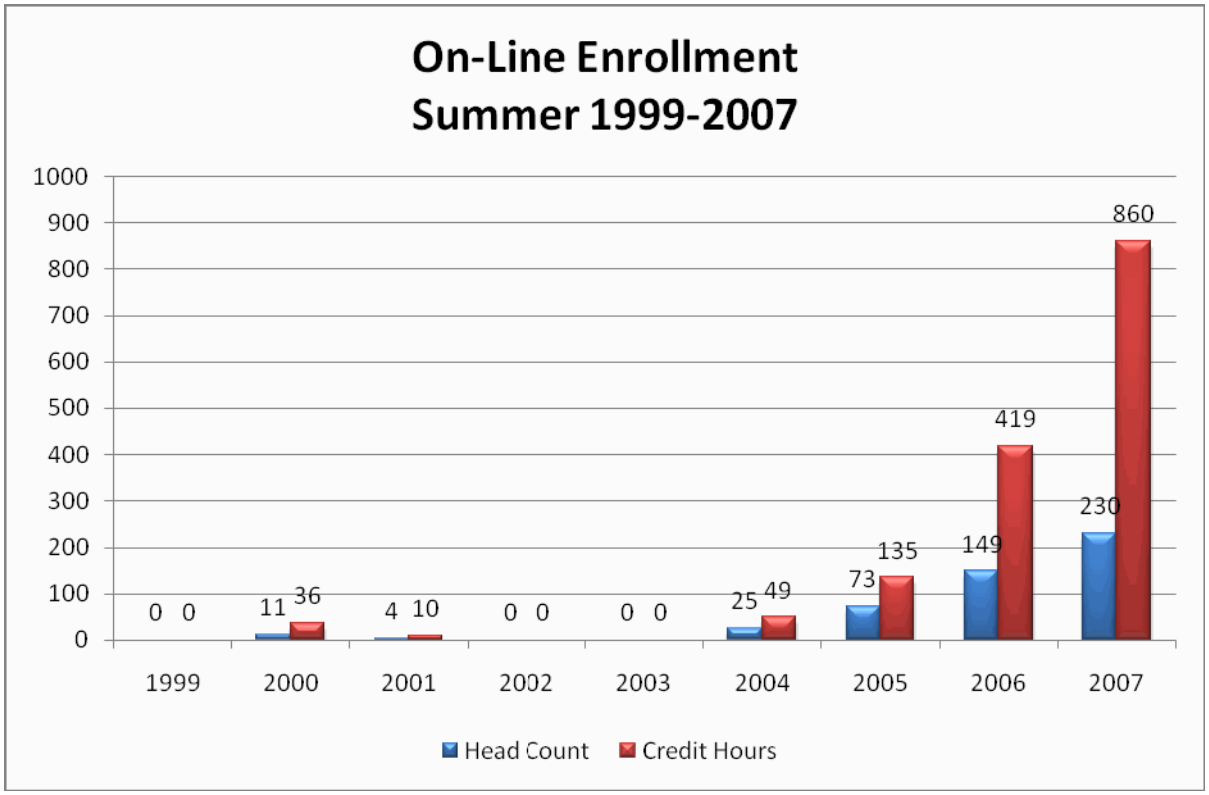

Chanute Campus Enrollment
Fall 1999-2006
9000
8000
7000
6000
5000
4000
3000
2000
1000
0
7901
8178
8135
7442
7659
7713
7809
7451
726
724
749
709
705
724
775
718
1999
2000
2001
2002
2003
2004
2005
2006
Head Count
Credit Hours

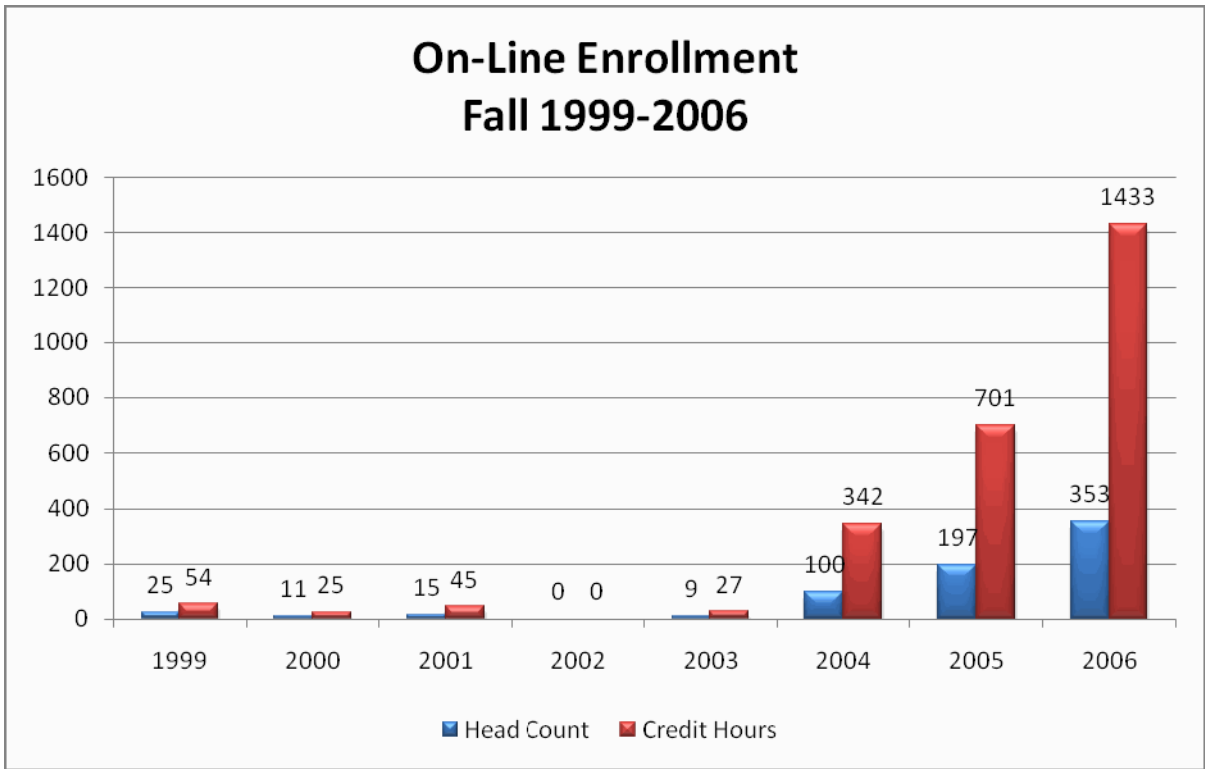

Chanute Campus Enrollment
Spring 1999-2006
8000
7000
6000
5000
4000
3000
2000
1000
0
7043
7233
7409
6507
6769
6890
6594
6025
718
671
709
646
693
672
694
632
1999
2000
2001
2002
2003
2004
2005
2006
Head Count
Credit Hours

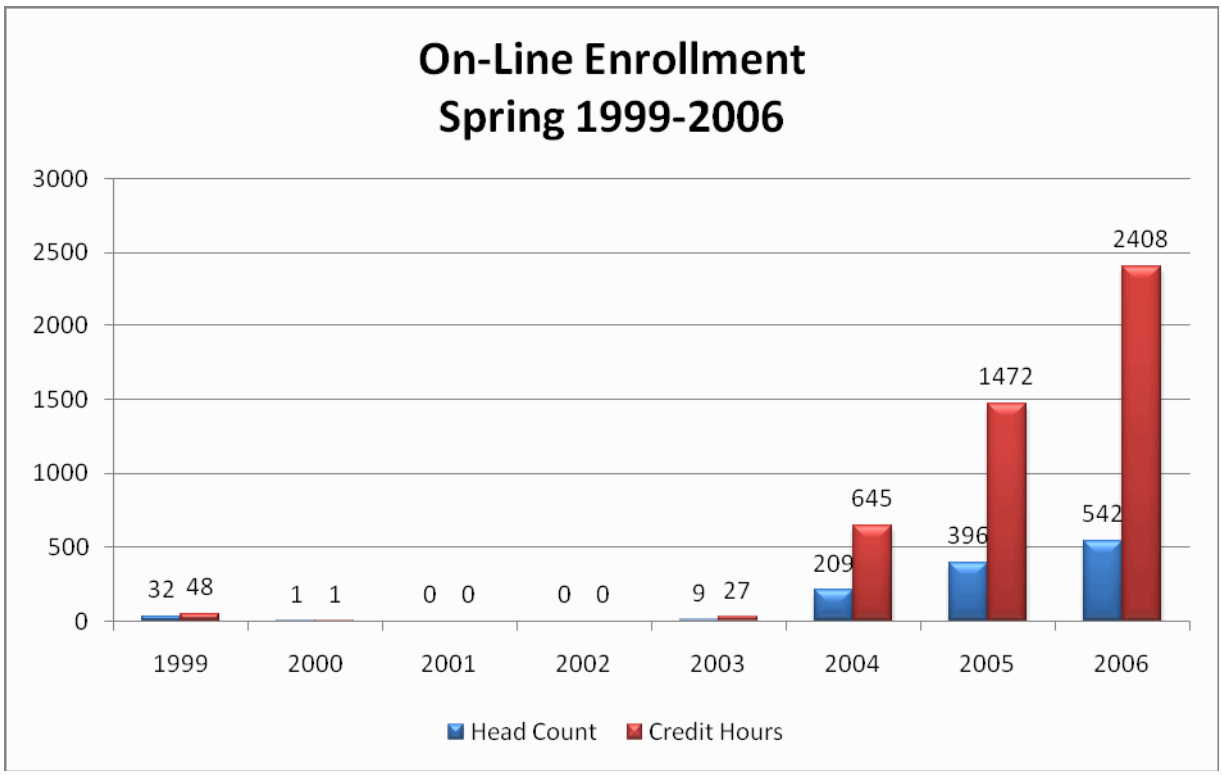

Chanute Outreach Enrollment
Summer 1999-2007
120
100
80
60
40
20
0
30
77
1
6
0 0
18
78
7
35
52
96
2
6
0 0
33
73
1999
2000
2001
2002
2003
2004
2005
2006
2007
Head Count
Credit Hours


Chanute Outreach Enrollment
Fall 1999-2006
1400
1200
1000
800
600
400
200
0
145
682
261
922
221
962
236
873
200
963
243
1117
235
1059
229
1145
1999
2000
2001
2002
2003
2004
2005
2006
Head Count
Credit Hours


Chanute Outreach Enrollment
Spring 1999-2006
1400
1200
1000
800
600
400
200
0
165
517
209
757
192
634
168
706
213
601
240
1199
198
952
188
900
1999
2000
2001
2002
2003
2004
2005
2006
Head Count
Credit Hours


On-Line Enrollment
Summer 1999-2007
1000
900
800
700
600
500
400
300
200
100
0
0 0
11 36
4 10
0 0
0 0
25 49
73 135
149 419
230 860
1999
2000
2001
2002
2003
2004
2005
2006
2007
Head Count
Credit Hours





1.1 Academic Program Creation and Modifications

The method by which the College determines which programs to create involves many data sources. The idea for a new program can come from anywhere, but such ideas are fully explored with a large amount of data before we commit our scarce resources. Data considered includes:

- Local Industry Needs. Communication takes place with local industry and business leaders on a regular basis through advisory council meetings and through the Dean of Outreach and Workforce Development and the Executive Director of Community Relations. Additionally, through networking, the President of the College also brings feedback to the Student Learning Division. It has been many years since an environmental scan has occurred of Neosho County. We propose a consulting group be contracted to conduct such a scan for all of the College's service area. This study should take place during the 2008-2009 academic year with the goal of providing unbiased analysis of workforce needs in Neosho, Franklin and Anderson counties.
- Career Outlook. Every few years the State of Kansas Department of Human Resources conducts the Occupational Outlook Study that predicts, usually 4-6 years into the future, what the workforce needs of the state will be, given the current trends. The study is broken down by region so that the needs of a metropolitan area, such as Wichita or Kansas City, are differentiated from rural areas, such as Chanute or Ottawa. In addition the US Government produces a similar study that predicts job growth and need. NCCC uses data from both to determine occupational need for our communities. The most current regional occupational outlook study for Kansas predicting job openings for the year 2012 shows the following. The top ten occupations adding jobs between 2002 and 2012 are:

1. Registered Nurses
2. Nursing Aides, Orderlies and Attendants
3. Cashiers
4. Combined Food Preparation and Serving Workers, Including Fast Food
5. Janitors and Cleaners, Except Maids and Housekeeping Cleaners
6. Elementary School Teachers, Except Special Education
7. Truck Drivers, Heavy and Tractor-Trailer
8. Retail Salespersons
9. Teachers, Primary, Secondary and Adult, All Other
10. Secondary School Teachers

In the Ottawa service area the top ten careers adding the most jobs are:

1. Registered Nurses
2. Cashiers
3. Combined Food Preparation and Serving Workers, Including Fast Food
4. Retail Salespersons
5. Nursing Aides, Orderlies, and Attendants
6. Janitors and Cleaners, Except Maids and Housekeeping Cleaners
7. Waiters and Waitresses
8. Elementary School Teachers, Except Special Education
9. Customer Service Representatives
10. Personal and Home Care Aides

Another important statistic is fastest growing jobs which indicate hiring trends. The fastest growing careers from 2002 to 2012 state-wide are:

1. Medical Assistants
2. Teachers, Primary, Secondary, and Adult, All Other
3. Medical Records and Health Information Technicians
4. Reservation and Transportation Ticket Agents and Travel Clerks
5. Physical Therapist Assistants
6. Paralegals and Legal Assistants
7. Art, Drama, and Music Teachers, Postsecondary
8. Network Systems and Data Communications Analysts
9. Respiratory Therapists

10. Architects, Except Landscape and Naval

From these studies it is clear that our College should continue its focus on health care, and begin a re-focus on primary and secondary education. There may be "niche markets" for small training programs in cashier and retail sales available as well.

- State Initiatives. With the newly formed Post-secondary Technical Education Authority for the State of Kansas comes a list of new expectations that must be met. The Authority will be attempting to secure more funding for technical programs in general , but will most likely incentivize program development in the following general areas that have been identified by the Governor's office:
  - Aviation
  - Advanced Manufacturing
  - Communication
  - Health Care
  - Conventional and Renewable Energy
  - Biosciences

Additionally, the state-wide administrators of the Carl Perkins grant that provides approximately between $77,000 and $130,000 a year in funding for technical programs to NCCC will be attempting to move the state toward "high need, high wage or high skill" programs. They will be eliminating Perkins funding for programs that do not meet this new standard adopted under the Carl Perkins IV reauthorization that runs through 2012. There are new mini-grants available from the Perkins grant for programs that meet the standard, so there are extra incentives to create and modernize through state-controlled federal dollars as well.

Another state initiative is expansion of nursing programs through a grant program. The state-wide nursing grant is slated to continue through 2016 providing an incentive to maintain our expanded nursing program until then. With this grant we have received funds to pay for half the salaries of 5 full-time and 2 part-time instructors as well as provide "raises" to our existing faculty. With state dollars, anything is possible, including everything from more funds to removal of the grant altogether. It is conceivable that the state will revisit the equipment grant to allow for replacing of equipment purchased in 2006 and may expand funds to add specializations including med/surg nurse, scrub nurse, etc.

- Student Desire. It seems a bit simple but students "vote with their enrollment." A program that may not be the best for the state or for SE Kansas may be very popular with students. A case in point is the major in forensic science. There are few jobs for forensic science in the state, yet, based on popularity of the programs at other colleges and of requests from some students, NCCC began promoting a forensic science major. This major is, in fact, an emphasis under the general Associate of Science degree. Enrollment in courses such as physics, chemistry and other "hard sciences" has increased slightly, although one could argue that this is due to the stabilization of those courses through hiring a qualified, full-time instructor.

NCCC monitors student enrollment trends each semester and adjusts the schedule to follow those trends. Certain programs and course offerings have suffered from lower enrollment in recent years. As opportunities arise, those programs will be phased out in favor of programs that better meet the needs of the students. This will be completed through the program review process mentioned in the final section of this report.

The College also conducts surveys such as the Noel-Levitz Student Satisfaction Survey and the Retention Management System that indicate students' acceptance with the academic

offerings.

- Assessment of Current Programs. The College conducts assessment of its programs in two ways to insure that the offerings are appropriate. These reviews of programs often provide information about the expansion of the College offerings as well as refinement of existing programs. Those two assessments are the program review process and the program outcomes assessment process.

  The division conducts program reviews every 3 to 5 years of every academic program including its enrollment history. There the review committee and program faculty study enrollment trends in that curriculum area and make recommendations for changes. These recommendations could include a range of actions, from removal of the program to program expansion. There are many new ideas found in the analysis of the program's strengths, weaknesses, opportunities and threats (SWOT). The appendix of this report contains the recommendations and SWOT analysis of each of the programs reviewed thus far.

  The second method of program inspection is through the newly-created program outcomes assessment system. In brief, the program outcomes assessment system uses the data from course outcomes assessment to insure that the program outcomes are being learned by the students. The
  faculties in charge of those programs analyze the course data to determine what changes need to be made in order to improve the learning and files a report indicating what needs to be changed about the program for it to improve. This process is in its infancy, but ultimately, this analysis could result in a new direction for the program or entirely new program altogether.

- Transfer Institutions. Recently, NCCC conducted a poll of students, community members and employees about the importance of the strategic plan. Of all the items found on the plan, the one item that was deemed the most important by both the students and community members was that of insuring that NCCC courses transfer to other institutions. As has always been the case, most of our students are transfer students, meaning they intend on taking the first two years of a four-year degree from NCCC and transferring to another college to earn a Bachelors of Art or a Bachelors of Science. It is clear that whatever programs are chosen that there be a clear path from NCCC to the four-year colleges. We maintain this path with three methods, core competency meetings, articulation agreements and student transfer surveys. All of these methods impact program offerings.

  The core competency meeting is a statewide gathering of faculty who teach a particular program or course. The purpose of this meeting is to insure that the material covered in common transfer courses is equivalent from institution to institution. Often, these meetings result in adaptations or adjustment to courses. Occasionally, courses and programs are suggested at these meetings that meet transfer requirements. Such was the case of the courses Biology I and II that NCCC currently offers. We began offering those courses and changing our program requirements on the recommendations of the faculty that attended the core competency meetings.

  The second method we use to insure seamless transfer and to modify programs as needed is through articulation agreements. These are letters of agreement between NCCC and transfer institutions about a particular program. In the agreement both institutions specify how the community college curriculum will be accepted into the transfer institution. This way, students are assured that credits will not be lost during the transfer process. Occasionally, NCCC has adapted or even eliminated programs based on discussions with universities about the transferability of these program courses.

  Finally, NCCC monitors the transferability of our courses through surveying past students

who have left our college to attend a university. The survey asks what credits did transfer in seamlessly from the students' programs and which had difficulty. Several changes have been made to programs based on the survey results, most noticeably in the business program.

It is clear that universities dictate what will and what will not count as programs at the baccalaureate level, and this is why it is critical that NCCC have a clear understanding of how a program will transfer before it is created. This is true for technical programs as well as programs in the Arts and Sciences. More and more the Kansas Board of Regents (KBOR) and the Technical Authority will require that there be a clear path for all programs from the community and technical colleges to the four-year institutions.

- Partnerships With Other Community Colleges. Expansion and addition of new programs at NCCC sometimes comes through agreements with other community colleges. There are some curricular areas that NCCC has, such as nursing, that other community colleges are interested in offering but are unwilling to do so due to cost or program duplication. The college has entered into partnerships with these institutions to expand existing programs into other service areas. The NCCC/Independence/Mercy Hospital partnership is an example of this. Likewise there are programs other colleges offer via on-line or other modality that we would like to offer in this service area. An example would be a lab technician major offered by Barton County Community College. NCCC is interested in forming a partnership with Barton to offer this on-line program in our service area and have students take prerequisite courses through NCCC.
- Program Changes Via State Licensing or Outside Accreditation. The college maintains several program accreditations in addition to our institutional accreditation through the Higher Learning Commission of the NCA. The College holds accreditations with the National League for Nursing Accrediting Commission, the Kansas State Board of Nursing, the Association of Collegiate Business Schools and Programs (ACBSP) and other groups. Each of those agencies has requirements that our programs must meet, including curricular requirements. Recently, the State Board of Nursing required all institutions to re-write the curricula for the LPN level, commonly referred as Level I, so that all programs have a standardized coursework and outcomes.

  Besides changes in programming required by accrediting agencies, certification exams offered by outside agencies also shape a program's offerings. Programs such as Medial Assistant and Health Information Technology have certification exams at the conclusion of the program. It is crucial that the outcomes of the program be precisely aligned with the outcomes assessed on the certification exam. Under the newly authorized Perkins IV legislation all technical programs must have a certification exam and the preference is for national exams. NCCC is in the process of identifying an exam for each of the 30+ short and long programs offered. In some areas, such as allied health and nursing, this work has already been completed, but others, such as business or accounting, the work needs to occur.

It should be clear that the creation and modification of academic programs involve many internal and external considerations. The process to create a program involves surveying prospective employers, forming advisory committees, conducting an environmental scan for the occupation in question, securing qualified instructors, creating courses, funding the program, advertising, scheduling, negotiating with transfer institutions and certification/accrediting organizations, and getting approval at the department, divisional, institutional, Board of Trustees, and Kansas Board of Regents level. The commitment of the college's scarce recourses in the form of employee time and institutional dollars is considerable. That is why NCCC is very cautious about program creation. But, the right programs created, maintained and expanded to the right levels, are what makes NCCC responsive to all its stakeholders.

All this being said, over the next 5 years NCCC is considering the creation or augmentation of the

following programs: (This list offered in no particular order)

- Occupational Therapy Assistant (OTA) – Currently there is no other program in the state. There is a limited but real need for this program statewide and its cost of creation would be low. This program would be articulated with Wichita State University's (WSU) Master's Degree program.
- Medical Lab Technician – This program would be offered in collaboration with Barton County Community College as an on-line program. The program has outside accreditation and certification testing that requires significant personnel costs. Through the Barton program NCCC would offer the prerequisites and Barton would offer the on-line program courses.
- Physical Therapy Assistant – There are few programs like this in the state and an overwhelming and growing need. However, the costs to create the program are prohibitive. The program mirrors the nursing program in that there are set maximums and student to teacher ratios. It has a high equipment need and a great deal of personnel costs. However, it would be a popular program as most PTA programs have long waiting lists.
- Revitalizing Welding, Construction, and Drafting – Through a partnership with USD 413, NCCC plans to once again offer welding, construction and drafting. The College will hire the instructors, but they will be based at the USD in their new technology building and will use some of the equipment from NCCC. The College will offer the courses as concurrent classes to juniors and seniors during the day, and night classes to traditional and nontraditional students. The programs will be certified through regional and state organizations and will work closely with business and industry in our service to insure those who successfully complete the courses will be ready to work for those organizations.
- Business Certificate in Distribution Center Operations – In our northern service area, one of the primary industries is that of distribution center. Through conversations with industry leaders a need has arisen for a certificate in distribution center operations.
- Paramedic to RN Bridge – Allen County Community College offers a full paramedic program at its Iola campus and had discovered a need for the paramedics it has graduated over the years to become registered nurses. ACCC has contacted NCCC and requested a 15-17 hour bridge program for working paramedics to become registered nurses. Although this sounds like a small program in terms of requirements, there would be much involved with its creation. It is thought that a future application toward the nursing grant initiative may provide the needed funds to create this important bridge.
- Revitalizing Office Technology – With the departure of the office technology department full-time faculty at NCCC, the program has not had the opportunity to improve, update or be enhanced. We need to expand the program through creative scheduling and providing opportunities for specialization to make it more marketable in today's environment. However, it is clear from the state studies that the need is growing for qualified office workers. The office landscape continues to become more and more computerized calling for an office worker who can do more than type, file and answer the telephone.
- Nurse Specializations – After attending the state Post-secondary Technical Education Authority meeting, it is clear that there will be a push for specialized nurses from the state level. These specializations could include surgical nurses, and scrub nurses. Undoubtedly the four-year institutions will be involved with this initiative, but there are ways that NCCC could possibly offer some of these specializations at the Associate Degree in Nursing (ADN) level.
- Wind Turbine Maintenance – The Governor has asked all institutions to examine renewable energy as a possible program. The Dean of Planning and Operations has been considering creating a "wind turbine farm" at NCCC to generate our own electricity. If we do so, this program will be a natural addition to that initiative. Wind turbine generation is rising rapidly across the county as more and more government incentives are created in renewable energy. This could put NCCC on the cutting edge of an emerging technology.
- Foreign Language – The Chanute campus has been unable to offer a course in any foreign language for at least 5 years. The term "comprehensive community college" usually involves offering a wide range of courses including foreign languages. Four-year institutions are adding an international requirement to graduation for all BA and BS majors. NCCC needs to

fund a full-time instructor that can offer a range of courses so that our students are prepared to transfer with all freshmen and sophomore requirements met and can be fully prepared to work in an environment that is growing more diverse.

- Safety and Security Certificate – Security firms in the area have had a difficult time finding qualified individuals to serve as security officers. They must spend company resources to train these forces themselves. We have been approached about the prospect of creating a security certificate to attract possible employees and train them before they are hired by these companies.
- Augmentation of Teacher Training – over the next year there will be a "push" at the state level to increase the number of teachers produced, especially in the area of special education, science and mathematics. We anticipate that there will be incentive dollars from the state to recruit and train more teachers. If this comes to pass we will need to increase our marketing to prospective teachers. It may also mean a bachelor's to teaching license program where those who have already earned a bachelor's degree can take a few courses in education and earn a teaching license. Currently several community colleges are in talks with the Kansas State Department of Education about the prospect of offering such a program. NCCC will want to offer this as well.
- Retirement Career Change – Although not a new program, a new trend in community college education may provide enrollment opportunities. Many colleges are offering re-training for those who choose to retire early and then train for a new career, a career that speaks more to the students' interests and less about earning more income. We intend to study this phenomenon to see how we need to adjust our program offerings, scheduling and marketing to attract these individuals.
- Creating a Pathway for Success for the Working Poor – There are those in our service area who would like to access college services but whose financial and family restrictions makes taking classes

  difficult if not impossible. This group of citizens works a full-time job but do not make an adequate wage. They are unable to fit day or night classes into their schedules, and lack the ability to take an on-line class because they do not have a computer, internet access and/or adequate technical skill. Developmental classes may be needed by this group as well. A pathway for success should be developed for this group that clears as many of these barriers as possible.

- Developmental Classes with Pittsburg State University – We have been offered a possible opportunity to partner with PSU and offer a range of developmental classes at the Pittsburg campus. This possibility has just come to light and further examination is necessary, but if it materializes, it could mean a tremendous opportunity for NCCC and the developmental education program.
- Augmentation of Performing Arts Program – NCCC has made a commitment to its performing arts program, investing in vocal music, forensics, and theatre in the form of excellent faculty. However, performing space is outdated and inadequate for attracting students and for the quality of performance that will be expected from the premier community college in Southeast Kansas. The infrastructure section of this plan addresses this shortcoming.

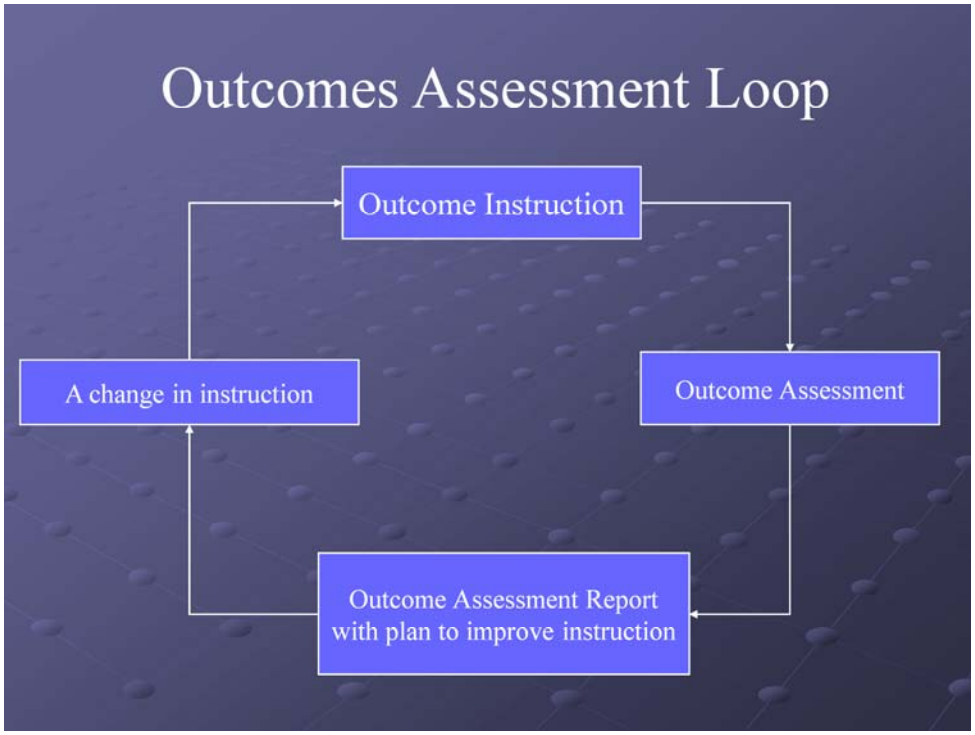
1.2 Maintaining and Enhancing Standards of Quality in Academic Programs

Once programs are established and the curricula properly adjusted procedures and assessments need to be put in place to develop the evidence to prove that students are learning and that the quality of the program is maintained and enhanced. The method by which student learning is gauged and quality is proven include:

- Qualified Instructors – NCCC conducts national searches for the best and most qualified instructors available. Currently all but five full-time instructors have a master's degree (one

is a math instructor and four are in the nursing program). NCCC strives for the goal of every instructor having at least 18 graduate hours in their discipline. Our part-time staff is equally qualified. It can be very challenging finding qualified people, especially with the nursing program and concurrent instructors. It is important that NCCC have competitive salaries in all areas to attract the best faculty possible.

- Priority Funding – Without proper funding these programs will not be able to maintain their high quality level. There are many priorities of the college, but the mission of the college is first and foremost as an educational institution. As the primary mission, all decisions about funding should first consider what effect any financial decision will have on the educational enterprise. It may seem an obvious statement to make, but funding priorities should begin with educational priorities.
- Closing the Loop on Assessment – NCCC conducts one of the most robust outcomes assessment systems of any community college in Kansas. Students are assessed at the course, program and general education level. This is not a sampling, but EVERY course, program and Associate of Arts and Associate of Science graduate. Below is a chart of how the outcomes assessment system works.



The information gathered through these assessment methods not only provides a culture of evidence to prove that students are learning, but, just as important, provides suggested methods of improvement for each level of assessment. For instance, each instructor who assesses the learning in the course provides not only the results of that assessment, but also possible corrections and advancements to the instruction to improve the learning of the students in subsequent offerings.

Ideas for improving the various levels are brought to the administration and funded through either the normal departmental budget process or, for large, long-term items, through the strategic planning process.

- Maintaining Accreditation Standards – As mentioned above, accreditation helps shape the curriculum of a program, but it also assists in assuring quality. By meeting or exceeding the standards of the Higher Learning Commission, and the standards of program or departmental

accreditation such as the ACBSP or NLN we insure that our credits transfer and that our institution has creditability. The accrediting process involves self study of many items that assure quality. Many of these items are detailed in this report.

- Maintain Advisory Boards – All Perkins-authorized programs must maintain a advisory board of those employed in the field of study. The boards of working professionals meet with college faculty twice each year to provide input as to what they would like our graduates to know before coming to work. They also provide feedback as to the quality level of our graduates in their workplaces. This information is used to better the program and make it more relevant to employers. One general note from nearly every advisory board is the need to improve "soft skills" in students including work ethic, communications skills and critical thinking.
- Transfer GPA Reports – Transfer GPA reports compare NCCC transfer students to the "native" students of a university. NCCC receives reports from two of our transfer institutions on a regular basis, Emporia State University (ESU) and WSU. Pittsburg State University (PSU) is our top transfer institution in terms of the number of students who attend there after NCCC, followed by KU, and ESU. We have requested transfer reports from KU and the other state universities, but they are unwilling to give us this information. Very few students transfer to WSU from NCCC each year, which makes it difficult to read too much into the data. These transfer reports indicate that, on the average, NCCC students do very well on GPA upon transfer when compared to students who only attended the university. This is remarkable, especially when one considers that universities have minimum ACT or high school GPA entrance requirements.

  WSU all students average GPA (2006) 3.066
  NCCC transfer to WSU average GPA (2006) 3.117
  ESU all students average GPA (2006) 3.01
  NCCC transfer to ESU average GPA (2006) 3.02
  ESU Average from all com. colleges (2006) 3.05

  PSU average GPA (2006) Data expected, but has yet to arrive

  NCCC

- Faculty and Course Evaluations – Having fully qualified accomplished instructors is perhaps the single most important aspect to maintaining and enhancing quality in academic programs. To that end, NCCC believes very strongly in a robust faculty evaluation system that has, at its core, a developmental mission of helping the instructor to constantly improve both the course in general and his or her skills in specific. Both full-time and part-time instructors are evaluated for their performance. These evaluations provide an opportunity for the supervisor to work with the instructor to improve their performance and the course as a whole. The details on evaluations are negotiated with the Professional Educators' Association. It consists of three parts:
  - Student Rating Forms – In many courses across campus each semester students rate the course and the instructor on a wide range of items from value of the textbook to the motivation level of the instructor. All sections taught by part-time instructors are rated every semester as are the sections taught by full-time instructors who have not yet received a continuing contract (less than four years of teaching at NCCC). The full-time instructors who have continuing contracts ask students to complete the rating forms once every three years. These forms are read by the faculty member and by their direct supervisor(s). Any ratings that are flagged as not meeting standard are also shared with the vice president for student learning.
  - Classroom Visitation – The faculty member can choose to invite his or her supervisor into the classroom or the instructor can videotape the instruction and that tape is then watched with the supervisor. There is a form that is completed to measure how the

instructor performed in several categories and suggestions are made to improve the class.

- Self/Supervisor Evaluation Form – This form details how the faculty member is performing on all aspects of the job. The faculty member completes a self-evaluation. Those results are compared to the supervisors rating on the same form. Congratulations are given for items that are identified as excellent and help is offered for items that need improvement.

- Professional Development – It is important that the college maintain its emphasis on professional development for all employees within the academic enterprise. Many faculty are engaged in professional development in their area of expertise, to refresh their studies and bring back that information to campus. Often, teams of employees are sent to conferences to capture the best ideas from other colleges and to adapt those ideas for NCCC. Conferences such as HLC Annual Meeting, Innovations, National Institute for Staff and Organizational Development (NISOD), National Academic Advising Association (NACADA), Conference on Information Technology (CIT) and others provide the opportunity for NCCC employees to hear was is going well and what is not working at colleges across the country. Many new ideas have been brought back and utilized here, including the PASS program (for students at risk) and the redesign of our freshmen orientation class, now called First Year Seminar.

  An initiative began several years ago to bring top-quality speakers to campus to inform the employees on a variety of topics. Topics covered thus far include multiple intelligences, interactive learning, service learning, academic honesty, millennial generations and others. Future topics will include students in poverty and effective on-line instruction. These sessions for the most part have been widely received by the employees.

  A *new initiative* that the College is considering is an on-line resources center that includes professional development opportunities. KBOR, through the Carl Perkins Grant, has purchased a one-year license to STARLINK, an on-line professional development series through Dallas County Community College. Through this library of materials and streaming videos NCCC can provide full and part-time faculty with professional development opportunities through their office or home computer on their schedule. If this goes well, there are other services, such as I-Stream through the League for Innovation that the college could invest in to provide more opportunities.

- Advising – Placing the student into the right program with the right courses at the right times to meet their needs is central to a program's continued success. Advising is handled by two groups, staff advisors who handle incoming freshmen, and faculty advisors who advise students in a major or field of study after their first semester. This group is augmented with the Students Thriving, Achieving, and Recognizing Success (STARS) grant personnel, who assist students that are accepted as part of that federal grant. Advising is a difficult task as requirements change based on the student's major and planned transfer college. Staying current with what each transfer college's major requirements is a difficult task for our employees, but one that is expected by our students. In a recent poll of the importance of different aspects of the college's strategic plan, maintaining the transferability of our courses was seen as the top priority for both the students and of the community members that participated in the study.

  A *new initiative* in advising is providing greater training in advising that concludes with the possibility of certifying all advisors.

- Retention Plan – Retention is the measurement of whether students continue at the college through the completion of their educational goal. Strong retention indicates that students are moving through the system well and that NCCC continues to meet their educational needs.

Here are the most current retention figures for the college. This number indicates the percentage of full-time freshmen who returned to the college for the fall semester the following year.

	Fall 2005	Fall 2006	Fall 2007
All Freshmen	33%	33%	34%

The Board of Trustees of Neosho County Community College has identified improving retention as a primary goal for the college president, Dr. Vicky Smith. 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. Here is an outline of the Retention Plan.

STUDENT SUCCESS RETENTION PLAN
Developed Spring 2007

Academic

1. Raise the rigor
    a. Raise academic expectations
    b. Suggest required attendance policy
    c. Increase cut scores
2. Stress active learning techniques
3. Improve freshman year seminar
4. Create emphasis on developmental education

Academic Support

1. Expand P.A.S.S. to early fall and every class
2. Institute new advising system
3. Utilize assistant coaches – increase support
    a. More academic coaches for students
4. Focus tutoring
    a. Earlier and on site
    b. Intrusive – introducing tutor to each class with contact information
    c. More marketing on tutoring

Activities

1. Redesign bookstore
2. Add budget line for additional wellness
    a. Drugs/Alcohol
    b. Mental health
    c. Sexual Assault
3. Increase student senate budget
4. Create clubs, especially academic clubs
5. Budget additional funds for welcome week

Financial Aid

1. Redesign scholarships, including a "stacking" academic scholarship
2. Create sophomore scholarships
3. Create half-time position for improved customer service
4. Cap indebtedness for students

Recruiting

1. Utilize academic scholarships more fully
2. Utilize stacking of scholarships
3. Assist coaches with recruiting students that will be a good "fit" with NCCC

- Academic Support Services - NCCC maintains its quality level by supporting the students outside the classroom with the services students need to be successful in the classroom. These services include:
    - Chanute Library Services – The Chapman Library has been going through a major redesign over the past five years in mission, resources and physical layout. Director Susan Weisenberger has "remade" the library from a traditional setting to one that meets the needs of a 21st century student. Gone are the many racks of books that have been replaced with investments in quality educational and informational databases. All of it available on-line 24 hours a day. Students can now find the material they need in full-text databases managed by the library staff. The Chapman Library itself has gone from a warehouse of books and reading room into a computerized, student-friendly space where co-eds can sit on comfortable couches and get their information through Wi-Fi wireless connection. Yes, there are still many books on hand, but there are also laptops for checkout and numerous computers for student use. A *new initiative* at the library will be a further expansion of the computer access by adding a computerized instruction room where library personnel can explain how to utilize the databases and other college employees can give lessons on various software applications. Details of this room are listed facilities needs section.
    - Ottawa Library Services – At the Ottawa campus the library situation is not at all desirable. As student surveys such as the Noel Levitz indicate, the library services on that campus are rudimentary at best. The planned expansion into the Ottawa Community Center offers great possibilities for a quality library for our students through a partnership with the Ottawa public library. If this comes to pass, the Ottawa campus will have a very high quality library for student use. If the Ottawa Community Center fails to materialize, it is still imperative that NCCC expand its existing campus in order to improve the library services there.
    - Tutoring – The tutoring budget has swelled over the years so that a tutor can be offered for any subject to all students free of charge. One need only to come to the CAVE or Ottawa main office to sign up for free tutoring. Tutoring services themselves have been augmented to add the "Academic Coach" a position that focuses on high-risk students who need extra encouragement and help. The coach contacts students who miss class and help them decide to commit to the coursework. It is an aggressive plan, which even calls for the coach to go to the frequently absent student's residence hall room or home to inquire why he or she is not attending class.

1.3 Enhancing Quality Standards

In the previous section, this plan detailed how the NCCC academic enterprise maintained existing academic standards to insure that students are adequately prepared for the next stage of their education or for the workplace. However, the President has directed the Chief Academic Officer to raise the standards even higher to make NCCC the premier community college in Kansas. Below are additional *new initiatives* that will raise standards even higher and insure that an NCCC graduate can be proud of the education received:

- Increasing the Rigor – College should be challenging, engaging and rewarding. If it is not of adequate challenge, then the mission of the college is in jeopardy. How can we enrich lives with low standards? Over the past few years NCCC has examined the graduation requirements for the AA and AS degrees and has increased them, adding additional required

science and humanities coursework. Other areas are being investigated now including a possible required international credit and foreign language. However this effort to raise the rigor must include the course level as well.

There will be a concerted effort across all courses and programs to examine the level of challenge in our curricula and adjust that level higher, if the situation calls for it. Every course should be of adequate challenge as to push students into higher achievement. Any section that is deemed "too easy" should be examined by the supervisor and instructor and ways found to raise the rigor. An example of NCCC commitment to this includes the fact that several adjuncts, after repeated efforts to help them improve, were not invited to teach at NCCC again after an investigation found that the course they taught was not of adequate challenge. A *new initiative* will involve a campus-wide examination and audit not of the course outcomes, which was completed in 2003, but of the methods and level of assessment in the courses to insure that the courses are of the highest caliber.

- Examination and Elimination of Grade Inflation – Last academic year a small study was conducted in the area of grade inflation, or if GPAs have been rising over the last six years. What the study indicated was that for several required courses GPAs are on the rise, even if one factors out the concurrent classes. Grade inflation contributes to the lowering of the rigor referenced above. If an A is easy to get, why would a student challenge themselves to learn more? This "everybody gets a trophy" mentality leads to accepting mediocrity as excellence. We propose to continue this study of grade inflation as part of the "Raise the Rigor" effort and work with instructors to examine the level of difficulty in courses in concert with the grading scale to reward excellent work with excellent grades.
- Renewed Focus on Academic Honesty – NCCC has taken several steps to curb incidents of academic dishonesty. We have invited national speakers on the subject to train the faculty on recognizing and dealing with academic dishonesty. We have purchased licenses for plagiarism detection software. We created the XF grade for extreme cases of dishonestly. However, if the national data is to be believed, NCCC should be encountering many violations. Currently, the Vice President is notified of only a handful of cases each semester. Faculty and administration will need to work closely to ensure that reasonable safeguards are in place and that everyone is doing their due diligence to guard against academic dishonesty. A *new initiative* will be to include in course and faculty evaluation forms a reporting method for what steps are being taken by the faculty member to safeguard his or her course.
- Examination of Cut Scores – NCCC uses several assessment methods with incoming students to insure proper placement into college-level classes including the ACT and the COMPASS exams. There seems to be a discrepancy between what cut scores COMPASS recommends for placement into some classes and NCCC's cut score. In some areas NCCC's cut score is well below recommendations and regional colleges in some areas, meaning we are allowing students into college level courses in which they should not be allowed. Internal studies have shown that these students have passed the course, and CAAP exams indicate that NCCC students are learning above national average in English and mathematics. Still with such a difference in scores it is difficult to consider raising the rigor further without the possibility of increasing the dropout rate.
- Certification of Programs With State/National Organizations – It is a new requirement under Perkins IV (a federal grant that NCCC receives for career and technical education - CTE) that all CTE programs have outside accreditation and certification. We already have in place certification exams in many programs such as nursing, medical assistant, health information technology and others. Exams are being prepared in accounting, computers and business. This certification exam requirement will challenge the faculty to rewrite curricula in CTE programs to meet state and national certification standards.
- Engaging High Schools – Better prepared students are more apt to complete a rigorous college education. KBOR has asked all colleges and universities to work with local high schools in their service areas to insure that the curriculum directors at the USDs are fully aware of the entry requirements and scores expected on ACT and COMPASS exams. These

meetings between NCCC and our K-12 partners in our service area will focus on what competencies are being tested on the placement exams and what students from the USDs have scored in the past. We will offer any assistance we can to bridge any informational gap that is present to make sure the high school's final outcomes are in alignment with our incoming expectations.

- Certification and Accreditation for On-Line Program – NCCC revitalized its on-line program in 2004 with the purchase of the JICS learning management system (LMS) that we have named *InsideNC*. As enrollment graphs included earlier indicate, on-line enrollment has skyrocketed and continues to grow. However, in the "gold rush" of on-line expansion we have done a poor job in assuring quality of those classes. To that end, we are proposing *three initiatives* to certify and accredit the program, the classes and the instructors:
    - Program Accreditation – the Higher Learning Commission of the NCA requires that a college apply for and receive a secondary accreditation for its on-line programs if the enrollment in on-line classes reaches 20% of the total enrollment. Currently on-line classes at NCCC make up 12% of our total enrollment. This figure is rising rapidly. To that end, a plan is being completed to achieve this accreditation and make application by fall 2008. The plan calls for robust on-line student services, including tutoring, bill payment, enrollment, advisement, financial aid application, library resources and other services. It also calls for the next three initiatives.
    - Course Certification – Throughout the 2006-2007 academic year the on-line committee created a standard by which all on-line classes should be measured. This standard comes in the form of a checklist for instructors to follow to assure the committee and their supervisor that the class is up to NCCC quality. Through 2007-2008 the committee will release this form and asked the instructors to complete it and for supervisors to verify that the course is up to standard. In the future, classes will not be allowed to be offered until the supervisor has verified that the course is ready as per the checklist.
    - Instructor Certification – The committee has proposed that all on-line instructors successfully complete a course on on-line pedagogy and operation of *InsideNC*. Currently the concept is to create a one-credit hour course that lasts four weeks. The instructors would have one-year to complete the course to be able to continue teaching on-line. For those who have not yet taught on-line, they would have to complete the class before teaching their first on-line class.
    - Student Certification and/or Improved Advising – It is clear to anyone who has taught on-line that certain students do not belong in an on-line class. Their computer skills are rudimentary at best, they lack self discipline to succeed, they do not own or have access to the proper system, they greatly underestimate the time required by on-line classes, etc. These students contribute to a dropout/failure rate of 22.1% as compared to the "traditional" classroom rate of 13.3% (2006-2007 numbers). That is why an initiative is needed to better triage the students before they enroll in the on-line classes so that they have a better chance for success. Perhaps even a face-to-face session would be required so students can learn how to operate *InsideNC* and to demonstrate computer skill such as sending an email attachment.
    - **Reasonable Limitations for On-Line Enrollment for Residence Hall Students** – The philosophy of community colleges involves, among other items, improving access to services. That is why NCCC offers day, night, weekend and on-line classes, to provide the education at a time that meets the students' needs. However, we have noticed a slow but growing trend of on-campus students (students who live in the residence halls) taking larger and larger percentage of their classes on-line, some as much as 9 hours or in one case 12 hours in a single semester. We do not believe that such a heavy on-line class load is necessarily a good idea for a traditionally-aged student. A limitation needs to be examined.

- Physical Space Needs – Later in the infrastructure needs section of this report are specific requests and plans for advancements in the physical educational environment. Over the past

few years NCCC has improved many of these spaces, especially at the Chanute campus. The CAVE and Chapman Library have been remodeled, as have faculty offices in Stoltz, Sanders and NeoKan. Many classrooms have been given a "face lift" of new student desks, tile and paint. However, much more needs to be done. Some laboratories have not been seriously updated in 40 years. The auditorium is in need of repair. Space that has been vacated needs to be renovated into more useful purposes. The Ottawa campus itself is inappropriate to attract traditionally aged students, has an undersized parking lot, and lacks a library. Quality programs, instructors and students need and deserve quality spaces. It will be difficult to attract the best lab instructors with 40-year-old facilities. It will be difficult to attract the best students with stained carpet and faded paint, or in a metal building by the water treatment plant. The infrastructure section contains the initiatives needed.

- Revitalizing Lecture and Lab With Non-Traditional Approaches – Recently administration has been encouraging instructors to "spice up" traditional lecture with active learning techniques and service learning opportunities. Many have started this transition from "the sage on the stage" to the "guide on the side." The new classroom instructional environment should not be an instructor talking for 50 minutes with quiet students taking copious notes. Studies by Vincent Tinto, the most cited

  expert in retention and student success, and others in this school of thought show when students are engaged in more active learning and are given assignments that "make a difference" that they learn more and stay in college. It is a *new initiative* to demonstrate these newer instructional methods through in-services and encouraging attendance at conferences where instructors will gain ideas about incorporating the new techniques in their instruction. Revitalizing lecture will also include new instructional technology, which is discussed in the final section of this report.

1.4 Moving NCCC to the Forefront of Delivery Methods

As stated earlier in this plan, the College has as a priority that NCCC offers every opportunity for students to have unfettered access to classroom instruction. It is vital that NCCC be a fully comprehensive community college, providing classes that, while low in enrollment numbers, help meet state and local workforce objectives. An example to this would be higher level math and science classes that do not have full classes but are of critical importance if Kansas is to meet the demand for these knowledge areas in the workplace. NCCC allows those classes to be offered with lower enrollments because they are so important to the overall concept of being a comprehensive community college.

The traditional schedule remains the primary time of enrollment, generating the most credit hours. It is important that we maintain a robust selection of courses in the traditional face-to-face modality regardless of the additional modalities and schedules offered.

For years we have offered classes in many ways beyond the traditional Monday-Wednesday-Friday 9:00 a.m. sections. Those offerings include:

- Evening Classes – The courses are popular with working adults. It is possible for a student to get an AA or AS with just night courses. We have tried course rotation plans and have had some success, but students are often in a cohort of one, with specific needs that cannot be met with a "set in stone" rotation plan. Recently the enrollment in night courses has fallen due in large part to the increased on-line offering. However, on-line courses are not for everyone and many non-traditional students in particular fear on-line education due to their lack of computer skills or the unique nature of the on-line environment.
- Weekend Classes – These classes are growing in popularity at the Ottawa campus. A few "trial" sections have been offered at the Chanute campus and have been relatively successful. A *new initiative* will be to augment the Chanute schedule with additional weekend courses where prudent.

- Joined Eight-Week Courses – Recently at the Chanute campus a new scheduling pattern was tried that links two courses. English Composition I was offered the first eight weeks of a semester with English Composition II following in the same time block for the last eight weeks. The classes were successful. A *new initiative* will be to add more joined eight-week courses to future schedules.
- Further Expansion of On-Line Courses – The number of on-line classes has grown wildly as have the number of credit hours produced. The graphs in this plan show this phenomenal pattern. However, it is important to recognize that on-line represents a mere 10-15% of the total enrollment of the college. Clearly this modality is preferred by some students. Further expansion of on-line courses includes:
    - More Robust Course Offerings – Adding more general education courses to the on-line offerings and adding more on-line program courses to the schedule.
    - Concurrent On-Line Courses – Recently NCCC offered a concurrent section of on-line English Comp II at St. Paul High School. The course consisted of not only the usually on-line items but was "regularly scheduled" in a computer lab with a teaching assistant present in the room. The students came to class in the lab and worked on the material with a paraprofessional in the room to help them. The instructor was on-line with them at the same time to provide more instantaneous feedback. The class was successful and though not all students enjoyed the format, many did. This method would allow NCCC to offer additional courses in the on-line environment to high schools where instructors may be limited.
    - Hybrid Classes – Hybrid classes combine on-line instruction with limited face-to-face meetings. Courses such as lab sciences and Fundamentals of Speech lend themselves to this format as robust experiments are difficult and unsafe to compete at home and speeches require a live audience. For some students this modality is preferred as it combines the physical connection with the instructor or other students with the improved access of fewer required class meetings. This format has been successful and a *new initiative* will be to expand this modality to other courses as enrollment patterns dictate.
    - Enhancement of Teaching Tools in On-Line Classes – On-line education is still in its infancy with new advancements coming at an incredible pace. Recently NCCC added a streaming video server that allows instructors to post audio and video files for students to watch at home. One instructor is experimenting with web cameras to achieve more of a connection with the students. Other institutions have trial courses on Second Life, a graphical interface where users create a digital representation of themselves or avatar, and experience class as if they were a character in an on-line videogame. Truly it is impossible to accurately predict what the on-line environment will look like over the next five to fifteen years. Most believe that on-line instruction will more closely resemble face-to-face instruction as it evolves. It is imperative that NCCC remain aware of the trends in on-line education and adapt to the ever-changing landscape.

      NOTE: NCCC on-line education requires that the Learning Management System (LMS) be a stable, functional program that is fully integrated with the student information system. Over the last two years many difficulties have occurred and continue to occur with the Jenzabar LMS. While its unique integration system is attractive, the many bugs and glitches found over this period have been frustrating and deflating. Many instructors have lost confidence in the JICS system. It is understood that every LMS has its own problems, but we must have a stable system that has the confidence of the instructors.

- Open Entry/Open Exit (OE/OE) – This is the "ultimate" open access for students, a class that has no set start or end date where students can begin at any point in the year and finish as quickly or slowly as they would like. There are many inherent difficulties with this modality including forming coherent student cohorts, instructing students at different stages in the same course, registration limitations, etc. However, OE/OE represents a powerful access tool

that needs to be fully examined. A *new initiative* will be to further investigate what courses could be offered in this format and attempt to offer a few sections as a trial.

- Four-Week Pre-Fall Interterm – With the acceptance of the 2008-2010 academic calendar, the college has created a new mini-semester that runs from the last week in July until immediately before the fall semester begins. This new semester will allow for standard offerings in general education but also offers opportunities for college preparation classes in developmental education. These four-week intensive courses will focus on students who have tested into developmental classes and help them through the developmental process before the fall semester begins. Additionally, the STARS grant program has expressed a desire to offer a leadership course during the pre-fall interterm.

- Condensed Classes – NCCC offers courses during the breaks between the fall and spring semesters and between the spring and summer semesters. These two-week, very intensive courses have a steady, strong enrollment and help all students, but particularly student athletes, stay on track to graduate. We will continue to offer these courses at both campuses and expand when necessary.
- Cohort Education – A *new initiative* worth investigating is "learning communities" or cohort education where a group of students are enrolled in the same group of courses, sometimes team taught by several instructors. The courses sometimes have uniting themes and assignments that cross the courses. For instance pairing a psychology course and a history course could mean applying psychological concepts to history's leaders. Retention studies show that cohort education is effective in that students make a greater connection with each other in the cohort and with the instructor. They are limited in that students need different classes at different times so finding a group of students that need the classes and have the set times available in their schedules can be problematic.

SECTION II – INFRASTRUCTURE NEEDS FOR ACADEMIC PLAN

Full realization of this plan will require a great number of changes and additions to the infrastructure of NCCC. This is NOT the Master Facilities Plan and will not go into the level of detail that should be contained in that document. Rather, it will provide a brief overview of structural advancements and possibilities to direct the Master Facilities Plan's development. Following the overview of facility needs, this plan will discuss the technology and personnel needs that will develop as the plan is carried out.

2.1 Facility Needs

It has been said that the ideal community college campus would be a giant erector set, able to be reassembled to any shape to meet the ever-changing and evolving needs of students and the community. Those who have been employed at NCCC for a longer period can remember when a department was housed elsewhere, or when the President's office was a classroom or why there are sinks in some classrooms. It seems the college is in a perpetual state of movement. This plan acknowledges this reality when it comes to facilities, that the only constant is change.

2.1.1 New Construction

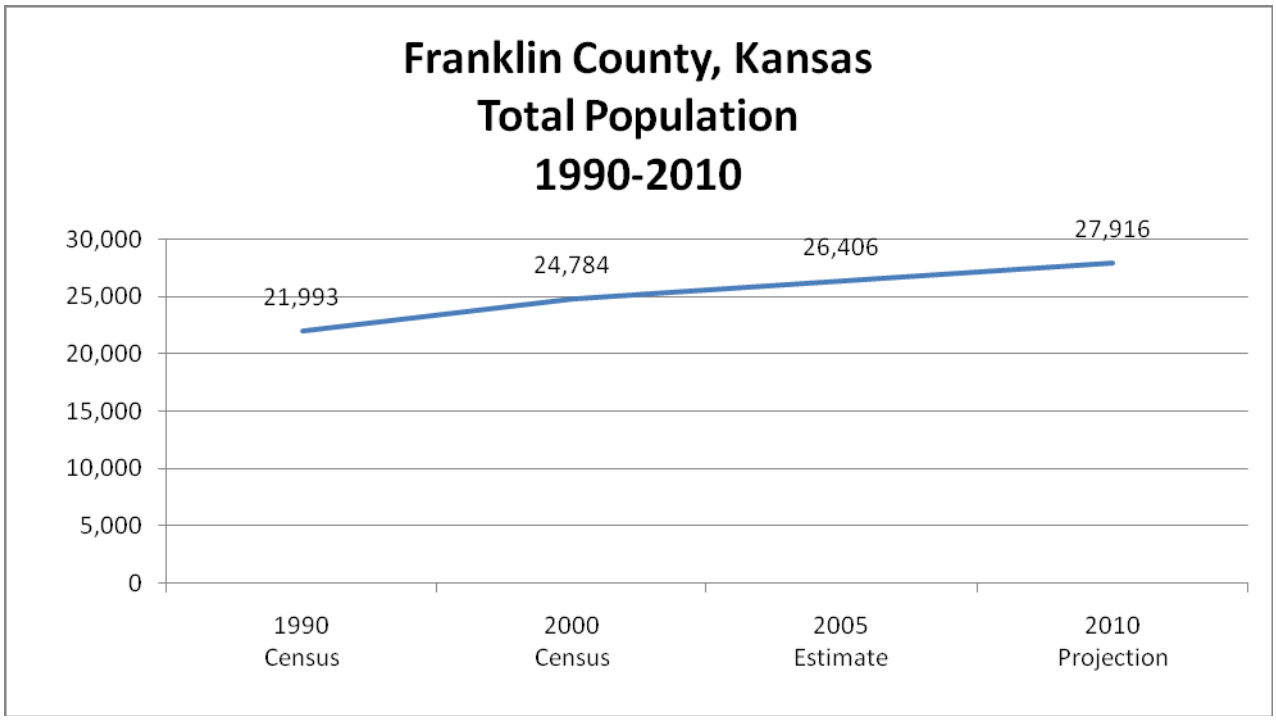
The square footage in Chanute has been and will continue to meet the educational needs, with the one exception of the renovations/expansion of the performing arts spaces. With the probable partnership with the USD for use of the new Technical Education building to house our Welding and Construction program, the Chanute campus should not require any new classroom or lab construction for many years. On-campus enrollment should stabilize since the population of Neosho County is slowly declining. We do not foresee the kind of rapid growth that would require additional buildings.

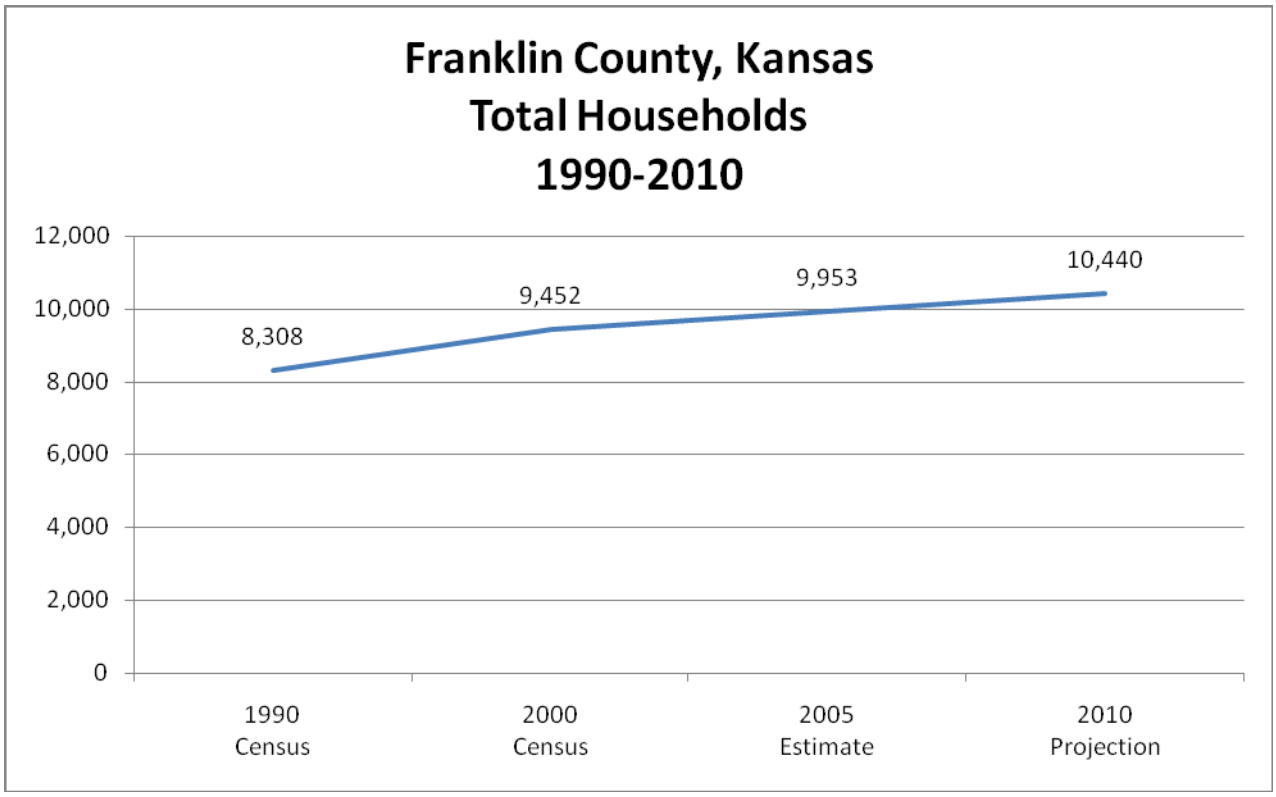
On the Chanute campus, the only new construction called for in this academic plan is an expansion and renovation of the performing arts auditorium. The auditorium is very basic and has not been updated since the building was built in the late 1960s. There is no scene shop for constructing sets, no storage, no "fly floor" for the raising and lowering of scene materials. Much of the electrical and sound equipment is in need of replacement. In the audience seating area, the chairs have never been updated. A few are broken and stained. It is not a showplace for either prospective students or for community members. An expansion and renovation that addresses all these issues is greatly needed if the performance arts at NCCC are to move to the next level.

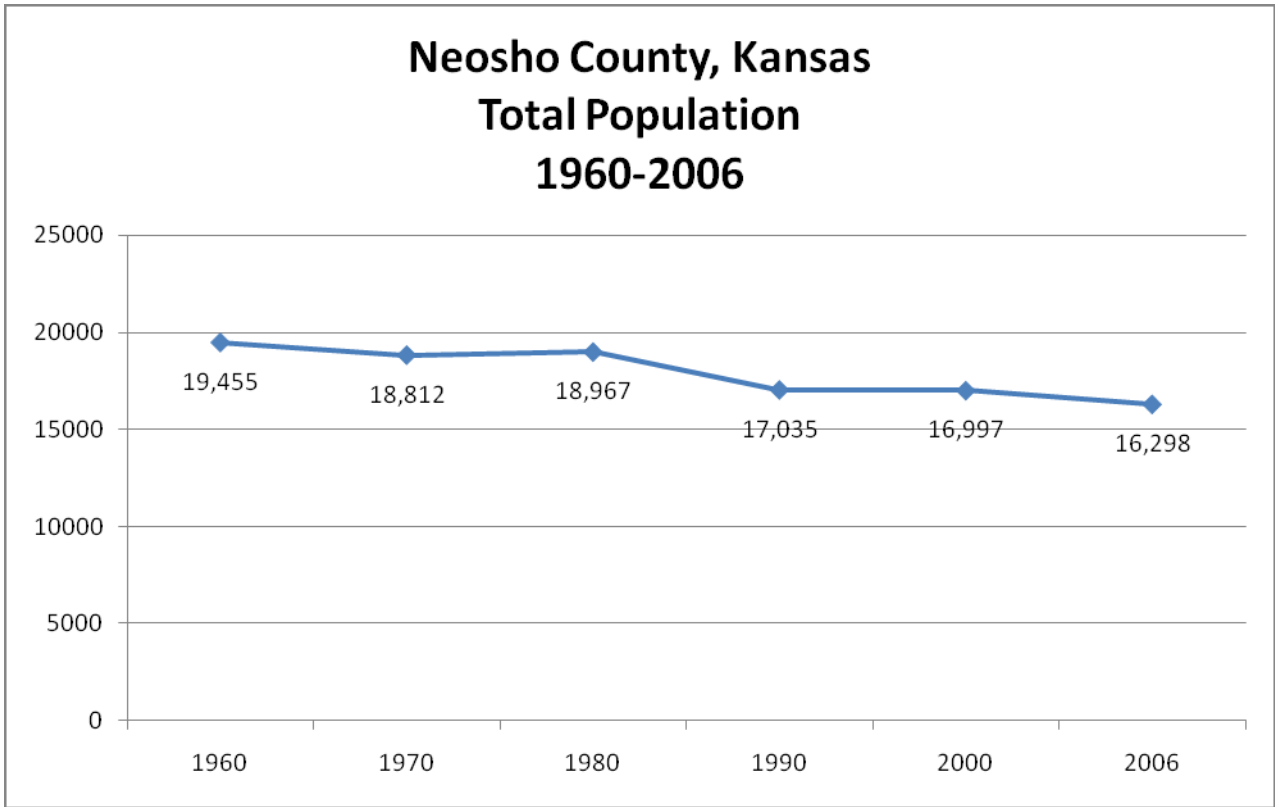
The need for new construction in Ottawa is a different matter. For the past 10 years as the enrollment charts indicate, the Ottawa campus is on pace to overtake the Chanute campus in both headcount and credit hour production in just a few years. This is not an uncommon occurrence with many community colleges where the "home campus" in a more rural location operates another campus in a suburban location that eclipses the home campus enrollment. Clearly, more resources need to be shifted to the Ottawa campus as enrollment dictates. A greater investment could result in much higher enrollment in this service area.

In 2006, the Board of Trustees directed the staff to create a plan to expand the Ottawa campus. The Master Educational Plan calls for NCCC to join the Ottawa Community Center Partnership and its initiative to create a center to house a new Ottawa campus. This new campus will solve many problems including:

- Growth in Ottawa and Franklin County – These areas are rapidly growing. Below is a chart that shows both current and projected growth in Franklin County in terms of population and households. The data predicts a 27% increase in population and a 26% increase in number of households since the year the original Ottawa campus was built. This potential rapid growth means that our facility at Ottawa may become undersized soon.







- Attracting Traditionally Aged Students to Ottawa – The look and feel of the current campus is not one associated with a college campus. It was built very inexpensively with simple design. The campus location is not ideal as it is located away from the town growth next to the water treatment plant for the city. In fact, the building is often mistaken as part of the water

treatment plant. Most studies indicate that the look of the campus is in the top three to five reasons why a traditionally aged student chooses a campus. Clearly, the look and feel of the Ottawa campus is not an asset to NCCC.

- Equalization of Services/Spaces With Chanute Campus – The Ottawa campus is essentially one educational building, such as Stoltz Hall, with some office space for administrators. There are classrooms, labs, faculty offices and a small lounge for students. What is missing is the CAVE/Library and Student Union that the Chanute students use and enjoy. The very small library is unstaffed at the Ottawa campus and is barely adequate to meet the requirements of the nursing accreditations. Simply put, the students of Ottawa are not receiving the level of service that the Chanute students do. With the Ottawa Community Center concept, the Ottawa students should enjoy a tremendous level of service certainly equal to the Chanute students.

2.1.2 Renovations

Much of the Chanute campus was built in 1967 and although there have been a few "face lifts" over that time, such as the CAVE in 2005 or the Stoltz faculty office area in 2006, many spaces are in need of renovation if we are to carry out this academic plan. Specific locations for programs and offices will not be offered as the Master Facilities Plan should address this. Rather this is a list of space needs:

- Modernization of All Labs Especially Science Labs – The three science labs in Chanute are not an asset to the College. The facilities meet basic needs, but are certainly not a "draw" for students nor for faculty.
- Renovating Classrooms – Many of our classrooms are in need of updating. Carpets are ripped and stained, furniture is mismatched, paint is chipped and dated, and classroom technology needs to be improved. There is a plan to work through the many classrooms to improve their appearance. This plan needs to be carried out in all classrooms.
- Renovation of Rowland Hall as Health Science Building – Of the programs listed above, it should be clear that Allied Health is and will continue to be an emphasis of NCCC. As Allied Health grows it may be necessary to devote all of Rowland Hall to Allied Health including the soon to be vacated "tech lab." This area will need to be renovated into a more useful purpose.
- New Home for Business and Computers – If, in fact, Allied Health grows to encompass all of Rowland Hall a new place for business and computer programs will be needed. This may be years from now, but it does need to be considered.
- Lifetime Learning at Vacated High School – There is a plan for the Chanute Recreation Commission to take over the old high school and build a city pool. We believe that there will be opportunities to combine efforts and offer lifetime learning classes at this facility to centralize the "personal improvement" effort with the recreation commission. We have no agreement in place to do this, but it is an initiative that is worth exploring.
- Photography Lab – Recently the enrollment in photography has resulted in the cancelling of classes. Chemical processes in the field of photography are being replaced with digital imaging. The current photography lab needs to be renovated to another function.
- Counseling Center – The need for greater counseling at the Chanute campus was revealed in a recent survey of all freshmen enrolled in First Year Seminar. The survey results call for a greater counseling services in three areas; academic, personal, and career. The addition of these services should have a direct positive impact on the college's retention.
- PC Graphic Art/Digital Photography Lab – Recently NCCC has attempted to migrate a graphic art program from Apple computers to PCs so that there is one computer standard for the college. Technology Services is ill-equipped to manage Apple computers. With the phasing in of digital photography a specialized lab will be needed to meet program needs, one with more powerful computers, larger monitors, and improved printing abilities.
- Sports Medicine Facilities Increased – As indicated in the program review section of this

report, there is an opportunity to expand our athletic training program. Current facilities are inadequate for this purpose.

- Foreign Language Lab – When a new program is created in foreign language, a language lab will be needed that is computer-based with extra sound equipment. It may be possible to use an existing lab or it may be necessary to create a new lab.
- Library Instructional Computer Room – For the past three years, NCCC has considered creating a computer instruction room within the library where students would learn about the library's on-line resources and other groups could use the room for software and web training. This computer lab would be open for scheduling of both classroom instructors and community members. When not scheduled, students could use this room as a quiet place to work on computer-related assignments. A grant was written for this purpose, but was unsuccessful. Additional funding sources will be pursued.
- Stock Trading Lab – A new trend in business instruction is the creation of a stock trading lab where students learn the workings of the stock market in an interactive lab setting.
- Murray Hill Elementary – We have been approached by the superintendant of USD 413 about the possible transfer of ownership of the Murray Hill Elementary building once it is vacated for the new school. At this time there are no direct applications in the Master Educational Plan for such a building, however, we should consider taking ownership for possible usage in the future.
- Renovating the Ottawa Campus – The construction of the Ottawa Community Center does not preclude the possibility that NCCC, through its foundation, may want to retain ownership of the original building. There is a concern that other community colleges have seen massive increases in enrollment after completing new extension campuses. If this were to happen in Ottawa, the original building would help relieve the enrollment pressure. Additionally, there is a directive from the President to create more new programs at Ottawa. Most technical programs are "space hogs" and space will be at a premium at the Ottawa Community Center. With the apparent assessed value of the building being low on the open market, it may behoove NCCC to retain the building and later renovate it to house Ottawa-specific programs such as OTA, PTA and others, perhaps Allied Health.
- Sports Medicine Educational Space - There is a general lack of appropriate facilities and faculty for sports medicine education. Given the necessity to schedule the current facilities from times beginning at 6AM through a time slot beginning at 11PM and over the weekends in order to fit all our varsity athletic team practices in, there are limited windows of opportunity to set aside times for purely academic pursuits.

2.2 Technology Needs

Any infrastructure need plan must include technology requests as technology permeates nearly every aspect of all programs. A substantial, constant investment in technology will be required if this plan is to be carried out. Here are the specific requests:

- Computer and Software Replacement Schedule – Trends indicate that web applications will replace the personal computer in an apparent return of inexpensive "dumb terminals," networked wirelessly anywhere with powerful mainframes. However, as long as computing relies on the personal computer the college must replace its computers in a timely fashion. This plan calls for no computer on campus to be more than three years old for students, faculty, or staff. Likewise, NCCC needs to maintain the latest versions of all software in order to stay relevant.
- Instructional technology – Classroom technology is instrumental in revitalizing instructional delivery. In 2006 instructors received "mini-grants" for incorporating new technologies into their classes with mixed results. Additional technical support and training to aid faculty in implementing these technologies would be helpful. An instructional technologist position, listed in the personnel section below, would be instrumental in accomplishing this faculty support. We continue to investigate and invest in instructional technologies including:

- Webcams to record face-to-face lectures and post on-line for students who missed class or need to review
- Student feedback "clickers" or remotes that allow instantaneous response to instructors' questions
- Plagiarism software where student papers are automatically compared against sources on the world wide web and databases of past assignments
- Video screen capture software that allows for the recording of voice and computer function so that instructors can demonstrate various software and then post those demonstrations
- Overhead cameras or Elmos to capture images of anything placed under the camera for classroom demonstrations
- Touch screen laptops (provided by a grant) that are paired with scientific measurement devices
- Computer Lab management software that focuses attention of students in the lab by taking over the lab machines remotely and allow for student computer monitoring
- Smart Boards and Sympodium devices that greatly enhance on-screen presentations by allowing the instructor to interact with the computer in a more interactive manner
- Podcasting equipment to record audio lectures for students to replay on MP3 players such as the IPod

- Learning Management System (LMS) – The LMS is the software that is the on-line campus. Not only does it allow for the offering of on-line and hybrid courses, face-to-face classes can be "web enhanced" with many class resources placed on the course web site. The LMS allows for students to see their grades at any time and turn in papers electronically. It is critical that the LMS work and work well. In the past and currently, students and instructors have experienced many glitches with the system. NCCC has made a substantial investment in this software and much is riding on it being stable. Many colleges have changed LMS software. It is a time-consuming process, but one day may be necessary if current LMS's bugs and glitches grow worse.
- Copyright Training – With the new methods of providing content, copyright law must be reviewed. It is important that NCCC provides adequate copyright training for faculty. This training needs to be cycled every three years such as we do with sexual harassment training and FERPA/GLB training.
- Web Page Improvement – Different from the LMS, the college web page must be constantly updated and reworked to remain relevant. Studies indicate that the college web page is often the first or second form of contact between the prospective student and the college. Current and prospective students need up-to-date information on the web. Unfortunately, few web pages are updated with regularity. The look of the web page remains stagnate. The college hired a webmaster whose role changed to direction of technology services. Staff and faculty have been charged with

  updating the information on the web, yet this often goes undone because they don't have the time, nor the necessary training. Clearly a rethinking of the college web page needs to occur that includes a method for constant updating.

- Lab Equipment – Not only do the labs need to look modern but the equipment and technologies used in these labs need to be up-to-date and appropriate. This is true of science labs and allied health labs as well. A creation of a simulated hospital and clinic with realistic medical equipment is crucial.

2.3 Personnel in Full-Time Instruction

The most important aspect of any organization and the first step for transforming a good college into a great college is having the right people in the right places. People make the difference at any

institution. This plan calls for the recruiting, hiring, developing and supporting the best employees possible. The personnel needs should follow:

- enrollment trends
- student service needs, especially needs that have a direct impact on retention
- program review results
- program creation
- changing state initiatives such as nursing, developmental education, the six governor's six workforse growth sectors, etc.
- changing cut scores in entry exams
- natural attrition

When and if the proposed programs listed above are implemented there will no doubt be personnel considerations. This plan will not list every instructor that will be needed if those programs are funded. Within existing programs, however, there are some personnel concerns and needs.

One of the primary concerns that needs to be addressed is the constant turn-over in the nursing department and the positions that go unfilled for months at a time. In the last five years, there has not been a single year when all full-time positions were filled. As this plan is being written there are 29 openings in the state for nursing instructors, with two of those at NCCC. To compound the problem there are hundreds of empty positions in the field of nursing itself in the state. We are in a labor shortage crisis. The pay and working conditions of our nursing instructors, both full and part-time must be further adjusted to remain competitive.

NCCC will attempt to revitalize its office technology program via on-line offerings and repackaging of courses. If this revitalization is successful then an instructor will be required. Our accreditation with the ACBSP is clear on its expectations of having a professionally qualified full-time instructor in every business program.

In the area of general transfer education, which is by far our largest group of students, our full-time instructor needs include:

- A full-time instructor at the Ottawa campus in every "category" of general education. It is critical that we maintain the rigor and appropriate course content in all areas of general education. The full-time faculty members are given the responsibility of creating and managing the syllabi and course content. It is prudent, then, to have a "local expert" on hand for that discipline. An additional consideration is the ratio between sections taught by full-time instructors and part-time instructors. In 2006-2007 74% of Chanute campus sections were taught by full-timers as opposed to 38% on the Ottawa campus (63% overall were taught by full-time instructors). This represents a substantial improvement over the last few years at the Ottawa campus as we have added three full-time general education instructors to that campus over the last four years. Still more progress needs to be made along these lines beginning with the following areas:
    - Sociology and Psychology Instructor(s)
    - Arts/Humanities Instructor (especially Western Civilization I and II)
    - Developmental Education
- On the Chanute Campus, the general education needs are being met for the most part. However, as stated above, a foreign language instructor is perhaps our next area of expansion in general education. One could argue that certain areas of general education are understaffed on the Chanute campus, while others appear overstaffed by comparison. With each change by natural attrition NCCC will examine the opening and determine where best to apply those personnel dollars.

2.3.1 Professional Development and Support

It is the position of NCCC that all employees should constantly strive to better themselves in order to provide the best experience possible for our students. Likewise, NCCC believes that we have an obligation to support our academic employees to the best of our abilities.

NCCC requires all full-time instructors to receive professional development on a regular basis. The college provides partial support to the instructor for that purpose. The negotiated agreement calls for all instructors to complete six credit hours, or its equivalent in clock hours, of professional development every five years. To assist the instructor in achieving this requirement, NCCC pays a minimum of $500 of educational expenses per instructor per year. NCCC further encourages professional development with a salary chart that rewards faculty members for completing additional graduate hours.

Additionally, NCCC provides in-service speakers on a variety of academic topics including academic dishonest, active learning techniques and service learning. These in-services are required and have been, for the most part, well received.

New instructors to NCCC are assigned a mentor, a faculty member in their field or related field that helps them understand how NCCC operates and provides guidance and answers throughout the first year. Many faculty have reported that they value this program.

Finally, NCCC offers opportunities for faculty to attend national conventions, such as Innovations and the National League for Nursing. These national conferences are an invaluable source of information on ideas and initiatives from across the country that can be adapted to NCCC. They are also an opportunity for college employees to share with other institutions our ideas and crow a bit about the wonderful things happening at NCCC.

A *new initiative* in 2007-2008 for professional development is StarLink, a service through Dallas County Community College that brings sessions to the instructor via streaming video. This service is provided free from the state Carl Perkins grant and does not use any local funds. Several instructors are using the service and report that it is of high quality.

Adjunct instructors' professional development has been less coordinated and robust. Adjuncts are invited to in-service meetings and a few take advantage of the opportunity, but many do not. The new StarLink service is open to adjuncts as well, but to date, none have taken advantage of the opportunity. What is needed is a *new initiative* that creates a reward structure for adjunct professional development. Many colleges have such as structure that bestows awards and benefits on those adjuncts that meet certain professional development requirements such as:

- "certified adjunct" status
- higher rate of pay
- opportunities to travel to national convention
- first choice over non-certified adjuncts on section assignments

2.3.2 Faculty Support

Above this report discussed the need for a more robust on-line education vetting process. One new position that would greatly assist faculty is an educational technologist/coordinator of the on-line program. The on-line campus has no "dean" and is being run by all academic supervisors. Someone to coordinate those efforts and assist faculty with constant improvement of the on-line offerings would be ideal. This person could:

- Lead academic success efforts by keeping up with the literature on effective on-line teaching,

passing that knowledge on to the faculty
- Improve pass rate on on-line classes and retention of on-line students while advancing the quality of education received
- Train faculty on the "nuts and bolts" of the LMS
- Lead effort to train students on operating LMS through many different methods
- Schedule on-line classes in collaboration with other deans and division chairs
- Lead development of on-line classes and degree programs
- Assist with the marketing of on-line classes, programs
- Lead secondary accreditation efforts and maintain future accreditation efforts
- Add a "certification" system for instructors, classes, and students
- Encourage "face-to-face" faculty to web enhance their classes with LMS
- Find new, effective teaching technologies to incorporate into on-line teaching
- Act as a liaison with tech services on issues affecting LMS and technology teaching

2.3.3 Student Services

In the Student Services Division there are several personnel needs that are outstanding in order for the college to uphold and further its mission.

Creation of a Counseling Center – The College Student Inventory (CSI) study of incoming students and their likelihood of goal completion indicated that they are in need of additional counseling. Currently NCCC has but one counselor who is responsible for all students and who advises all incoming freshmen. With the Board of Trustee's directive to increase the retention rate at the college and the call for increased counseling from the students in the CSI study and the retention plan, a *new initiative* would be to create a counseling center that would house academic counseling, career counseling, and personal counseling. Initially this would require the creation of one position to assume career counseling and take some of the academic counseling as well. A space would be needed that would be accessible to students. The counselors would offer services to the Ottawa campus on a regularly scheduled basis.

Financial Aid – As reporting requirements rise and student expectations rise the need for additional help in financial aid will rise as well. Recently NCCC hired a half-time financial aid clerk that is shared with the library (as a computer support librarian). If this does not meet expectations, then the shared concept may need to be abandoned with 100% of the clerk's time in financial aid and a separate library position.

SECTION III – PROGRAM REVIEW PROCESS AND RECOMMENDATIONS

Part of the Master Educational Plan is the constant review of the current academic programs at NCCC. Currently NCCC is in the process of reviewing 100% of its programs before the end of spring 2008 as part of a monitoring report required by the Higher Learning Commission of the NCA. These reports and the subsequent program review meeting, provides a plan for individual programs. The Master Educational Plan, therefore, encompasses all program reviews.

Below is a listing of how the program reviews are compiled by the individual departments and how the program review meeting is conducted. It is followed by the final two sections of all program reviews completed over the past three years.

3.1 Program/Department Review Organization of Document
Sections 1-4 to be completed by the program faculty:

Section 1: Alignment of program mission and purposes with mission and purposes of NCCC.

- Current mission statement of program/department
- How the program contributes to the purposes of NCCC

Section 2: Curriculum of Program and Outcomes Assessment

- Program outcomes
- Courses in Program
- Assessment methods, course and program
- Results of assessment
- Changes made to instruction, curriculum or outcomes as a result of assessment
- Any new data since the change
- Transferability of Program and Program Courses or "straight to work" numbers including transfer GPA **in major**

- Efforts to stay current in curriculum
    - Advisory Groups
    - Core Competencies
    - Etc.

Section 3: Data – Enrollment and Costs

- Enrollment numbers per year for the last five years:
    - Each Course
    - Students in Major
    - Graduates/Certificates or Stated Goal
    - Withdraw numbers and percentages from each course
    - Grade distribution
    - Number of students that change major
    - Enrollment by site, day/night
    - Credit hours generated
    - FTE
- Cost information for the last five years:
    - Yearly budget
    - Full time instructors
    - Adjunct instructors
    - Cost per FTE
    - Any fund 70 account balance
    - Any contributions from outside sources (grants, donations, etc.)

Section 4: Faculty

- Number of full and adjunct
- Percentage of courses taught by full and part time instructors
- How faculty stay current in discipline

Sections 5 & 6 to be completed by the Department and the Review Committee:

Section 5: SWOT analysis of program based on above information

- Strengths
- Weaknesses

- Opportunities
- Threats

Section 6: Justification/Recommendations for Program

- Should the program be maintained, strengthened, diminished or removed and why
- Additional recourses required needed to maintain or strengthen, recommendations for resources if diminished or removed.
- All recommendations should be tied to outcomes assessment results.

An ad Hoc committee will be formed to review the document which includes:

- Chief Academic Officer
- 3 academic department chairs (liberal arts, applied science and nursing)
- 2 faculty members at large with one not in the division of the program being reviewed
- *2 staff members*

The program faculty will give a short presentation to the committee of the highlights of sections 1-4. Sections 5 & 6 will be completed by the program faculty and the review committee. The committee will be able to ask questions.

The committee will rule on the program review in one of three ways:

- Support it fully
- Support with required revision
- Reject it

The CAO has the ultimate responsibility for accepting the Program Review.

3.2 Program Reviews

Below are the results thus far of the program reviews (Sections 5 and 6 of the reviews only) in alphabetical **order.**

ACCOUNTING (completed Spring 2005)

Strengths

1. The mission statement of the Accounting program is in correlation with NCCC's mission statement.
2. The Accounting program is vital to Neosho County Community College, contributing to all of the institution's publicly stated purposes.
3. Program outcomes are in place for the AAS-Accounting program and assessment of those outcomes is beginning.
4. Assessment data provides documentation that most course outcomes are being met and that changes are being implemented to improve student learning.
5. Faculty endeavor to remain current in their fields. Communication with the Business and Technology Advisory Board and other accounting professionals allows continuous monitoring of new trends and developments in the field.
6. Enrollments in core courses and the number of accounting majors have been stable.
7. Program courses are scheduled at various times of the day to meet students' needs.
8. Small class sizes allow for greater student-teacher interaction.
9. Business program scholarships provide opportunities for Neosho County students to enroll in

the program.
10. Courses with in the program serve other business programs as well. There are essentially no additional costs involved in providing this program.

Weaknesses

1. Limited resources due to the size of the institution present a challenge to the program. Full-time instructors have limited time to devote to program improvement, new course/on-line course development, and recruitment of students. The daily demands on the instructors occupy most of their time, leaving little time to focus on new opportunities.
2. Enrollments in some program courses have been marginal. Prior to the development of the program sheets, however, the program courses were not well identified and communicated to students. Recruitment efforts should be increased.
3. Degree is nontransferable. Transfer students should use the AS in Business Administration and speak with their advisor for the correct educational path.

Opportunities

1. The development of on-line classes in the program presents an opportunity for expansion.
2. The program should maintain flexibility in course offerings, scheduling courses at various times and places and using various modalities in response to student and area business and industry needs.
3. Educational and training needs of business and industry provide an excellent opportunity for growth. With changing technologies and new developments, lifelong learning is a necessity for the accounting professional. The new Business and Industrial Trainer will help identify opportunities for growth, increasing relationships with business and industry and working in partnership with those businesses to meet their education needs.
4. Changing technology and new software development continually provide opportunities for courses within the program and for training. This no only attracts new students, but brings former students back for retraining.
5. A business program instructor position be combined with the Business and Industry Trainer position to enhance both areas.

Threats

1. As more and more jobs are requiring at least a Bachelor's degree, the AAS degree, which is a non-transfer degree, may not be sufficient for as many students in the future. At the present time, there remains a job market for associate degree graduates in accounting.
2. Competition from area community colleges, as well as from various virtual universities poses a continuous threat.
3. Decreased funding of the program constitutes a significant threat. The program relies heavily on Carl Perkins grant funding. Elimination of the grant would be harmful to the program.
4. Graduates with an AAS in Accounting begin working in a low wage position. KBOR is pushing for funding toward high wage degrees.

Status of Program

The committee voted to maintain the program.

ALLIED HEALTH (completed Spring 2006)

Strengths

1. The program is the precursor to all medical programs

2. Dedication of the coordinator
3. High pass rates on certification exams
4. Clarity of program steps
5. Growing field

Weaknesses

1. State requirements for allied health instructor qualifications
2. No full-time faculty, all course taught by adjunct instructors
3. Lab space in the Lawrence area
4. Capacity for growth is close to 100% with existing personnel

Opportunities

1. Expansion in Lawrence area with another coordinator based there
2. Expansion to area high schools for health care training at Chanute and Ottawa
3. More health care will be needed with the aging of America
4. Establish a respiratory therapy partnership with NMRMC through sleep apnea study

Threats

1. KDHE requirements
2. Space needs
3. Customer service needs
4. KU's approval for courses taught in Lawrence area
5. Need for instructors

Status of Program

The committee voted to expand the program judiciously.

Recommendations

1. Add a portable trailer in Lawrence for classroom/lab space.
2. Use help from the Ottawa campus or from Lawrence to staff
3. Adjust course fees to cover expenses and use the fees for supplies.

ART (completed Fall 2005)

Strengths

1. General education courses, Art 102- Art Appreciation and Art 178- Intro. to Visual Art provide curricular options in the Arts and Humanities.
2. Consistent enrollment overall in most of the core art courses.
3. NCCC art students graduate and go on to be successful graphic designers, art instructors and professional artists.
4. Support from the administration has generally been very good.
5. Interaction with local art community through the museum and art gallery.
6. Availability of art scholarships.
7. Diversity in art course offerings.
8. Transferability in art courses.
9. Hard working and dedicated faculty.
10. A set of solid high standards are in place for the art program that are in line with the college mission and purposes.

Weaknesses

1. Computer equipment/technology will need to be upgraded soon.
2. A secure gallery space is needed to bring traveling art shows to campus.
3. Having one full time instructor with various duties over the years including Liberal Arts Division chair, co-chair of the NCCC Higher Learning Commission Report and coordinator of the Honors Leadership Academy have taxed efforts to fulfill art department responsibilities.
4. A link to the Ottawa campus and adjunct instructors needs attention.
5. Enrollment dropping in some areas and recruitment is needed.

Opportunities

1. Additional networking with the Chanute Art Gallery, Safari Museum and other community and private entities will enhance students learning.
2. On line Art 102- Art Appreciation course provides a more diverse curriculum.
3. The creation of a multimedia center through a successful Title III grant application could be educational space when not used for nursing.
4. Recruitment
5. The community is art focused and a good base for growth of the program.

Threats

1. Adequate funding is vital to fulfill its purposes to students, constituents and the community at large.
2. More student service in the art career area.
3. The art department should be maintained and strengthened for the following reasons:

a. It provides cultural enrichment to students, constituents and the community.
b. It provides and compliments other interdisciplinary activities on and off campus.
c. It assists with on and off campus art requests and activities.
d. Increased general education requirements would be a threat to art program enrollment.

Status of Program

The committee voted to maintain the program with the following recommendations:

1. Change from Mac computers to IBM to be eligible for the technology rotation plan.
2. Focus on primary responsibility of art program and possibly give up honors program coordination.
3. Work on expanding art program headcount and credit hours through recruitment.

ASSESSMENT OF STUDENT LEARNING (completed Spring 2007)

Strengths

1. One of the most comprehensive outcomes assessment in the State of Kansas.
2. Is fully institutionalized.
3. Helps everyone conceptualize how everything fits together.

Weaknesses

1. System is always adapting.
2. Weights instructors down. Spending time gathering data. No time to do other work.
3. Spend three duty days a year doing assessments. Gets costly.

4. Some doing as paperwork exercise.
5. All courses assessed the same way even though different.
6. Program outcomes.

Opportunities

1. Improving student learning.
2. Helps bring our system to other institutions.
3. Presentation opportunities.
4. Full accreditation.
5. Tool to assess other programs in college.

Threats

1. NCA monitoring report.
2. Good grade on monitoring report.
3. Performance agreements.
4. Getting adjunct instructors to complete outcomes assessment.

Status of Program

The committee voted to expand the program into all needed areas.

ATHLETIC TRAINING (completed Fall 2006)

Strengths

1. The support from the administration of NCCC over the past few years has been promising as we look to further emphasize this teamwork to continue to favorably project NCCC as a credible institution by combining substantial academics and successful athletic healthcare programs.
2. The Athletic Training Program has developed a new matriculation path towards the Associates of Science degree thus offering another option to our healthcare minded students.
3. The Athletic Training Program has also voluntarily increased the caliber of science classes required for graduation. This protocol further aligns NCCC's requirements with those of four-year institutions to better facilitate the successful placement prospects of potential transfer students into four-year programs.
4. The Athletic Training Program faculty brings a wealth of knowledge and experience as he is dual credentialed; he is an NATA Certified Athletic Trainer licenses by the Kansas State Board of Healing Arts as well as an NSCA Certified Strength and Conditioning Specialist with experience in variety of settings including a private clinic, two NCAA D1 institutions, one NCAA D2 as well as having previously performed the duties of Head Athletic Trainer within the Kansas Jayhawk Community College Conference. He has worked with a variety of clients ranging from occupational patients to international strength competition athletes and most levels in between with extensive private contracts. He was selected to perform a Sports Medicine rotation at the United States Olympic Training Center in Colorado Springs, Colorado this past summer. He continues to privately contract with American and World Strongmen for strength training programs and injury rehabilitation as well as serve in a consultant role to review submitted thesis from Masters Degree candidates at various institutions.

Weaknesses

1. Many of the Athletic Training courses have been sporadic enrollments or declines in enrollment primarily because of the high turnover rates in the positions of Head Athletic

Trainer and not knowing if or what courses would be offered. I feel this is directly due to the 70-80 hour per week workload associated with the athletics side of their employment alone. With the Head Athletic Trainer position being a revolving door, this leads to little recruitment, if any, of potential Athletic Training students as well as marginal attention to maintaining the academic standards and necessary facilities to prepare transfer students effectively.

2. Some of the other HPER courses some institutions require for immediate candidacy have not been offered on a consistent basis either due to insufficient numbers of students interested in taking the course.
3. On some instances, even if there was enough student interest, having the athletic department members, who may or may not be interested in academics, provide instruction in addition to the athletic team demands lends itself to making it difficult each semester to cover all the HPER courses that could be offered.
4. The additional load of the teaching responsibilities adds significantly to the responsibilities the single Athletic Trainer who is required to maintain coverage for all 250 athletes, attempt to recruit students, process insurance claims, coordinate referrals and maintain medical documentation for every student athlete as well as provide instruction and guidance to the non-certified student assistants and undergraduate students alike.
5. There is a general lack of appropriate facilities and faculty for sports medicine education. Given the necessity to schedule the current facilities from times beginning at 6AM through a time slot beginning at 11PM and over the weekends in order to fit all our varsity athletic team practices in, there are limited windows of opportunity to set aside times for purely academic pursuits.

Opportunities

1. Continued development of the current Athletic Training full-time faculty, Athletic Training Room and equipment.
2. Review current syllabi, or create new courses, to better meet the needs of both the transfer student and the four-year institution.
3. Continue to strive towards greater corporate and community interaction through developing educational clinics and sports medicine seminars.
4. Job market indicates high need for athletic trainers.

Threats

1. Adequate funding at a smaller, public institution is always a concern.
2. The limited faculty restricts faculty access to the students due to extensive workloads and not being able to interact as much as is needed.
3. The limited size, availability, diversity and condition of the NCCC athletic facilities are a constant threat to the success of the Athletic Training Program.

Status of Program

The committee voted to maintain the program and expand, dependent upon future personnel.

BUSINESS ADMINISTRATION (completed Spring 2006)

Strengths

1. The mission statement of the Business Administration program is in correlation with NCCC's mission statement.
2. The Business Administration program contributes to all of the institution's publicly stated purposes.
3. Program outcomes are in place for the AS-Business Administration program and assessment

of those outcomes is beginning.
4. Communication with the Business and Technology Advisory Board is occurring in an effort to monitor new trends and developments in the field.
5. Enrollments in core courses have been stable and are supported by other business programs.
6. Efforts are made to schedule courses at various times of the day, if possible, in an attempt to meet the students' needs.
7. Small class sizes allow for greater student-teacher interaction.
8. Business program scholarships provide opportunities for Neosho County students to enroll in the program.
9. Courses within the program serve other business programs as well. There are essentially no additional costs involved in providing this program.
10. Facilities are adequate, with up-to-date computer labs and software available for use within the program.
11. ACBSP accredited program

Weaknesses

1. As general education requirements increase, students are limited in the number of business program courses they have time to take.

2. There is no full-time economics instructor on the Chanute campus.

3. Promotion of the program should be increased and with a focus on the quality business administration program that is available at NCCC and that it is one of only a few such programs in Kansas that is accredited by the ACBSP.

Opportunities

1. The development of online classes in the program presents an opportunity for expansion. Courses which have already been put online have been popular.
2. The program should maintain flexibility in course offerings, scheduling courses at various times and places and using various modalities in response to student and area business and industry needs.
3. Educational and training needs of business and industry could provide an excellent opportunity for growth.
4. Add an Ottawa member to the advisory board
5. Articulation with Franklin University, Capella University, and OSU for on-line courses.

Threats

1. Articulation of business courses with the universities poses a threat. Acceptance of business course credits is not consistent from university to university. University business schools tend to classify many business courses as upper division.
2. Competition from area community colleges, as well as from various virtual universities poses a continuous threat.
3. Decreased funding of the program constitutes a significant threat. The program relies heavily on Carl Perkins grant funding. Elimination of the grant would be harmful to the program.

Status of Program

The consensus of the committee was to expand the program where enrollment indicates especially in the on-line area.

<u>COMMUNICATION DEPARTMENT</u> (completed Spring 2007)

Strengths

1. Offers students opportunities for performance.
2. Offers students opportunities for applying for university scholarships upon graduation.
3. Faculty members stay current by involvement in professional organizations.
4. The forensics/debate courses are unique to this area. While other community colleges in Kansas offer these, none of the other five community colleges in southeast Kansas have them.
5. Fundamentals of Speech is required for graduation at most universities.
6. Forensics scholarships are available for students.
7. Interpersonal Communication is a requirement for the new HIT program.

Weaknesses

1. Lack of a mass communication program.
2. Lack of a full time instructor at Ottawa.
3. Lack of a foreign language instructor.

Opportunities

1. Add mass communication courses.
2. Expand the speech communication courses concurrent offerings program.

Threats

1. Increased travel costs.
2. Possibility of expansion of forensics in other area community colleges.
3. Increased Science and Humanities requirements could threaten enrollment in non-required courses such as Beginning Sign Language and Interpersonal Communication.

Status of Program

The committee voted to maintain the program with the addition of mass communication and foreign language.

COMPUTER INFORMATION SYSTEMS (completed Spring 2007)

Strengths

1. The mission statement of the Computer Information Systems program is in correlation with NCCC's mission statement.
2. The Computer Information Systems program contributes to all of the institution's publicly stated purposes.
3. Program outcomes are in place for the ASS-Computer Information Systems program and assessment of those outcomes is beginning.
4. Communication with the Business and Technology Advisory Board is occurring in an effort to monitor new trends and developments in the field.
5. Enrollments in core courses have been stable and are supported by other business programs.
6. Efforts are made to schedule courses at various times of the day, if possible, in an attempt to meet the students' needs.
7. Small class sizes allow for greater student-teacher interaction.
8. Business program scholarships provide opportunities for Neosho County student to enroll in the program.
9. courses within the program serve other business programs as well. There are essentially no

additional costs involved in providing this program.
10. Facilities are adequate, with up-to-date computer labs and software available for use within the program.

Weaknesses

1. There are three full-time instructors with partial teaching loads in Computer Information Systems. There is no full-time Computer Information Systems instructor on either campus; therefore no one has primary responsibility for keeping the program current.
2. No job listings for AAS in computer science.
3. Finding qualified adjunct instructors.

Opportunities

1. The development of online classes in the program presents an opportunity for expansion. Courses which have already been put online have been popular.
2. The program should maintain flexibility in course offerings, scheduling courses at various times and places and using various modalities in response to student and area business and industry needs.
3. Educational and training needs of business and industry could provide an excellent opportunity for growth.
4. Promotion of the program should be increased and with a focus on the quality Computer Information Systems program that is available at NCCC and that it is one of only a few such programs in Kansas that is accredited by the ACBSP.
5. Tremendous job growth in computers.
6. Courses adaptable to complement vocational programs with USDs.
7. Tech education funding initiative.

Threats

1. Competition from area community colleges, as well as from various virtual universities poses a continuous threat.
2. Decreased funding of the program constitutes a significant threat. The program relies heavily on Carl Perkins grant funding. Elimination of the grant would be harmful to the program.
3. AAS in computers vs. BS.

Status of Program

The committee voted to maintain the program.

<u>DEVELOPMENTAL EDUCATION</u> (completed Fall 2005)

Strengths

1. CAVE staff are dedicated
2. Assessment and placement interaction between staff to help students
3. Individual Learning Plans for developmental students
4. The last two years developmental adjunct instructors have a positive attitude and are immediately responsive to students
5. Renovation of CAVE, but limitations in size still exist
6. Good success rate
7. Good developmental advising

Weaknesses

1. Need more staff in order to cover the classes. Instead of having larger class of 28, have more instructors with smaller class sizes.
2. No commitment form faculty to teach dev classes.
3. Advising problems of placing students in wrong class
4. Need more sequence suitability in scheduling courses so if a student takes 2 developmental courses there is a block when putting in AS400.
5. No administrative help.
6. Need developmental math faculty
7. No set schedule for tutoring
8. Develop tutorial services.

Opportunities

1. Develop bridge with faculty
2. Develop courses which are no pre-requisite
3. Develop a tutoring lab operational in Ottawa, either classroom or library
4. State has renewed interest in developmental courses/services
5. Collaborate with adult education and potentially raise our internal standards. It will also require working with KBOR. It provides a problematic overlap of ABE and Post Secondary.
6. It is an essential component for a student's success. A gateway that 35 – 40% of students have to go through.

Threats

1. KBOR and legislature interest
2. Not having developmental instructors on board and locating and training them.
3. Better communication with high schools regarding placement assessments. USD and NCCC is not easy relationship.
4. Different outcomes measures. For example, MEEP vs. COMPASS are not calibrated to each other.

Status of Program

The committee voted to support the program with the following recommendations:

1. Strengthen faculty, support services, tutoring and Ottawa connections
2. Hire FT faculty for developmental math
3. Separate CAVE budget and developmental budgets
4. Purchase smaller tables
5. Better regulation of room temperatures in the CAVE
6. Make the following changes to the Developmental Program Review report

a. Include descriptive paragraph for each section and an analysis of each section.
b. Include high points of how this program puts us on the map nationally.

<u>EARLY CHILDHOOD EDUCATION</u> (completed Spring 2007)

Strengths

1. A dedicated adjunct instructor on the Ottawa campus has been willing to teach via Polycom and has developed online course offerings; current adjunct instructor; serve students for both certificate and degree programs; complements other programs.

Weaknesses

1. Difficult to maintain cohesiveness of faculty; not a state mandate; no full-time instructor

Opportunities

1. When current full-time faculty retire or leave NCCC, an opportunity exists to bring on board a faculty member with expertise in early childhood education; need for childcare workers in the community; the Ottawa Community Center daycare could be a possible lab for the program.

Threats

1. Without the expertise of a full-time faculty member, this program will not thrive. It will continue to be an optional emphasis area for students wishing to transfer, but will not receive the focused attention it deserves; four-year institutions with different demands; changing demands in the field; certification not required.

Status of Program

The committee voted to strengthen the program.

ELEMENTARY EDUCATION (completed Spring 2006)

Strengths

1. Offers students an opportunity to learn about the education field early in their college education to assist them with the final career decision.
2. Offers NCCC an opportunity to collaborate with the area public schools and with the area universities.
3. This is a popular program for students at NCCC
4. Having a full-time faculty member in charge of the program
5. There are numerous placement and networking opportunities in the public schools for our students
6. Offers an intersection for our athlete students to observe and consider what areas in addition to sports that they might want to teach

Weaknesses

1. Being able to offer limited education courses for our students.

Opportunities

1. Offering the Introduction to Teaching classes and lab experiences to the students on the Ottawa campus.
2. There is an increasing need for elementary education teachers, especially males and minority students.
3. Partnership with Newman University to bring an elementary education program to NCCC.
4. Move toward on-line offerings and evening classes to encourage nontraditional enrollment.
5. Investigate beginning a student education club.
6. Advertise education programs specifically.

Threats

1. Articulating universities changing their requirements for Elementary Education majors. As the universities continue to change, the challenge will be to keep our advisors and education program instructors up to date on the latest requirement changes.

2. As the number of education majors increases, the challenge will be having enough classes at the different schools in the area for our students to observe without overloading Chanute Public Schools.
3. Lack of opportunity for statewide networking through core competency meetings

Status of Program

The consensus of the committee was to expand the program.

HEALTH, PHYSICAL EDUCATION, RECREATION (HPER) (completed Spring 2006)

Strengths

1. General education classes, such as Lifetime Fitness, have show steady growth in enrollment each of the last three years.
2. The athletic programs that have stability in the coaching staff appear to perform very well in the conference, region, and nationally. This success is evident in the many athletes that receive individual recognition (all conference, all region, all American) as well as the team performance throughout the year and post season (national rankings, region champions, national tournament appearances, etc.)
3. The support from the administration of NCCC over the past five years has been outstanding.

Weaknesses

1. Many of the other HPER courses have seen sporadic enrollments or declines in enrollment primarily because of the high turnover rates in the positions of Head Athletic Trainer and other members of the teaching coaching staff.
2. A few HPER courses have not been offered on a consistent basis due to insufficient numbers of students interested in taking the course as well as lack of faculty interest in teaching the course.
3. Having the teaching faculty as athletic coaches as well makes it difficult each semester to cover all the HPER courses that could be offered. In addition to the part-time teaching responsibilities of the coaching staff they are also required to coach, recruit, fundraise, etc.
4. Lack of facilities for activity courses. Due to the number of athletic teams and the lack of adequate facilities, there is not an opportunity to create more activity classes that are popular at many other institutions.

Opportunities

1. Having an opportunity to view these graphs the department is able to see which courses need to be evaluated to determine if the course is till viable at NCCC or if there are areas where the syllabi need to be changed to increase enrollments and interest levels.
2. Continued development of on-line courses in HPER.
3. Reviewing current syllabi or creating new courses to meet the needs of student interest.

Threats

1. Adequate funding is always a concern.
2. The size and condition of facilities is a constant threat to the HPER and athletic programs.

Status of Program

The committee recommended for HPER:

1. Rewrite the report and submit for the next round of program review in Fall 2006.

HISTORY (completed Spring 2006)

Strengths

1. History program courses are available to assist students in completing general education requirements.
2. History program courses are offered at a wide variety of times and include on-line offerings.
3. History program courses articulate with Kansas Board of Regents institutions via the Kansas Core Outcomes meetings.
4. The Full-time History instructor has been with NCCC for 10 years, demonstrating long-term stability for the program.
5. Enrollment in History program courses is consistently high, with many different courses available to students each semester.

Weaknesses

1. There is only one full-time History instructor, who teaches out of the Chanute campus. Courses at the Ottawa campus are taught by adjunct instructors.
2. Lack of adequate history instructors at both campuses limit the History program offerings, thereby limiting students access to important general education course options.

Opportunities

1. Including a Service Learning Component to History program courses would allow students to practice a variety of historical literacy skills in real-world settings.
2. The History program needs to begin efforts to collaborate with local historical associations, museums, and community organizations to support historical literacy in the community as well as NCCC.
3. The addition of a full-time History instructor at the Ottawa campus would allow the increase in general education offerings at that campus.

Threats

1. Changes in general education requirements at the Kansas Regents institutions are always a danger, as the majority of NCCC students transfer to regent's institutions.

Status of Program

The committee voted to keep the program and expand at the Ottawa campus.

INDUSTRIAL ENGINEERING TECHNOLOGY (completed Spring 2007)

Strengths:

1. The mission and purposes of the program contribute to NCCC's mission and purposes.
2. Industrial Engineering Technology program scholarships provide opportunities for Neosho County students to enroll in the program.

Weaknesses

1. There are no full-time industrial engineering technology instructors, and no program coordinator.
2. Facilities are inadequate. Shop and lab space is limited.
3. Enrollment in the program is minimal and tends to fluctuate with the unemployment rate.
4. Industrial Engineering Technology is a costly program to operate.

Opportunities

1. Educational and training needs of business and industry could provide an opportunity for growth.
2. Facilities at Chanute High School which may become available could be used for the program.
3. Discussions regarding an articulation agreement with Chanute High School are beginning.
4. Opportunities may exist in the Ottawa outreach area for articulation.
5. Technical program at USD 413.
6. Differential funding.
7. Articulation agreements required under Perkins

Threats

1. Competition from area community colleges and vocational/technical schools poses a continuous threat.
2. Decreased funding of the program constitutes a significant threat. The program has historically relied heavily on Carl Perkins grant funding which will likely not continue.
3. Businesses say no one can teach them like they want.

Status of Program

The committee voted to maintain the program with the possibility of expansion with USD 413.

LIBRARY (completed Spring 2005)

Strengths

1. The staff of the Library – its dedication and flexibility, its commitment to solving problems creatively and proactively, and its desire to help students.
2. Grants awarded through Kansas State Library to fund up-to-date technology.
3. The Barbee Bequest, which over the years has provided computers, copies, security gates, and most recently EBSCOHost Academic Elite, which otherwise would not be possible with Library budget.
4. The Library web page, through which distance students can access remotely many different information resources and most of the electronic resources provided by Chapman Library.
5. The Library's assortment of high quality, full-text electronic information resources.
6. The facility is being upgrading through stages of improvement that include new furniture, paint, flooring and better organization of resources. Additional improvements planned include adding a classroom and computers, and blocking in a section of an archway to create an atrium.
7. Library hours open with number of staff employed.

Weaknesses

1. Understaffing, which limits the amount and kinds of services offered by the Library, and result sin students not getting the attention they seek.
2. Staff working alone at night presents a significant security risk.
3. Budget reductions in recent years have severely affected the book collection, resulting in a

dated collection and decreased user satisfaction with information resources.
4. Present space arrangement of Library prevents certain services, e.g. effective on-line instruction.
5. Six-year computer rotation results in slow computers, about which students complain.
6. The campus has no proxy server for remote authentication. Passwords are needed to access resources remotely, making it difficult for students; some databases do not have password remote access and can only be accessed through remote authentication.
7. There is no Media Department on NCCC campus, and the Library's attempt to fill this void further drains Library staff time and budget.
8. Half-time library assistant is currently providing media services for the campus and has taken on major responsibilities without compensation for the services rendered.
9. There is no quiet room in the Library in which students can study.
10. Electrical system of Library is old, deficient, and limits the placement and numbers of computers, network connections, and use of other electrical equipment in the Library.
11. The heating and air conditioning in the Library does not always work; the meeting room has no heating or a/c, rendering the room unpleasant for meeting purposes.
12. There is presently no systematic qualitative data retrieval for assessing services.
13. The Ottawa Resource Room may not adequately address the needs of its users, as there is no staffing or information available about circulation of materials or usage.
14. Staff time is drained from Chapman Library by processing materials and providing services for the Ottawa Resource Room.
15. Providing print materials out of the Library budget for the Ottawa Resource Room further drains Library financial resources.
16. The alarm system at the Ottawa Resource Room is inadequate to protect materials.
17. The committee struck numbers 5, 8, and 11 from the report's listed weaknesses.
18. Staff working alone during evening hours.
19. Noel Levitz results of student satisfaction with library services.

Opportunities

1. Library web page and electronic access to resources presents opportunities to increase resources for all students, including Ottawa and distance students.
2. Proxy server for remote authentication is presently being researched by Technology Services for interfacing with Jenzabar. It will make it easier for distance students to access electronic resources and allow remote use of all databases.
3. Redesign and updating of the Library space will give opportunities to increase library usage, provide instructional and quiet areas, increase computer access, add enjoyable spaces and increase user satisfaction.
4. Renovating the hearing and cooling functions of the Library, including Chapman meeting room, will make it more comfortable for community groups and students.
5. Upgrading of Library electrical system will allow better planning an use of spaces.
6. The committee struck number 4 from the report's listed opportunities since it has been accomplished.
7. Move to support growth in distance education.
8. Computer check-in process for fall semester from move-in day through the first week of class. Consult with Technology Services to ensure that student computers work with our system.

Threats

1. Some of these weaknesses and threats have been noted in the 1997 and 2002 Library Program Reviews and have not been addressed.
2. The Library operating budget has decreased substantially since FY 2000-2001 and remained flat for the last two years; information resources continually increase in expense.
3. Staffing has been reduced in the last 5 years, yet students need more help in navigation of

electronic information.
4. The Ottawa Resource Room needs re-evaluating as to its purpose and its functioning. It has no staff and no collection of information on user needs. Materials are not secure with the present arrangement; the alarm system is old, does not function on a regular basis, and is not easily heard in the office with the door closed.
5. Campus is growing and will need to deal with more student needs.
6. Movement toward decentralization of library as a whole.

Status of Program

The committee voted to expand the program.

The committee made the following recommendation:

1. Consider the needs of students with disabilities, for example purchase of an enlarging machine.

LIFETIME LEARNING (completed Fall 2005)

Strengths

1. Variety of instructors and areas of expertise keep classes "fresh"
2. The program offers a variety of courses.
3. The program/coordinator has a connection to the community.
4. The program employs a variety of delivery methods.
5. The program/coordinator is accommodating to student needs.
6. The coordinator has created ways to serve the target group in the community through senior lunches and coffees.

Weaknesses

1. Difficult to maintain cohesiveness of faculty
2. The committee struck "difficult to maintain cohesiveness of faculty" as a weakness from the submitted weaknesses because it is more of a challenge than a weakness.
3. Part-time coordinator.
4. Lack of clerical support.

Opportunities

1. Explore non-senior groups in order to create a larger audience for the program.

Threats

1. Instructors not available to each other for sharing and support
2. KBOR's concern over Lifetime Learning coursework.

Status of Program

The committee voted to maintain the program. Additional clerical help through the OWD department will be explored.

MARKETING/MANAGEMENT (completed Spring 2007)

Strengths

1. The mission statement of the Marketing/Management program is in correlation with NCCC's mission statement.
2. The Marketing/Management program contributes to all of the institution's publicly stated purposes.
3. Program outcomes are in place for the AS-Business Administration/AAS-Marketing/ Management program and outcomes assessment is evolving.
4. Communication with the Business and Technology Advisory Board is occurring in an effort to monitor new trends and developments in the field.
5. Enrollments in core courses have been stable and are supported by other business programs.
6. Efforts are made to schedule courses at various times of the day in an attempt to meet the students' needs.
7. Small class sizes allow for greater student-teacher interaction.
8. Business program scholarships provide opportunities for Neosho County students to enroll in the program.
9. Courses within the program serve other programs as well. There are little additional costs involved in providing this program.
10. Facilities are adequate, with up-to-date computer labs and software available for use within the program.
11. NCCC's program is the only program in Southeast Kansas certified by the ACBSP National accrediting agency.
12. Baker University and NCCC have a 2 + 2 cooperative program in place.

Weaknesses

1. As general education requirements increase, students are limited in the number of Marketing/Management program course electives they can transfer.
2. Lack of human resources may prevent the expansion of on-line courses.
3. Full-time faculty may not be able to provide instructional support for continuing education and local industry needs should local unemployment numbers rise.

Opportunities

1. The development of online classes in the program presents an opportunity for expansion.
2. The program should maintain flexibility in course offerings, scheduling courses at various times and places by using various delivery modes in response to student and area business/industry needs.
3. Educational and training needs of business and industry could provide an excellent opportunity for growth.
4. More collaboration with four-year universities for business degrees.
5. One-year fast track programs
6. Possibility of high school enrollment.

Threats

1. Articulation of business courses with the universities poses a threat. Acceptance of business course credits is not consistent from university to university. University business schools tend to classify many business courses as upper division.
2. Decreased funding of the program constitutes a threat. The program relies on Carl Perkins grant funding for some items. Elimination of the grant would be somewhat harmful to the program.
3. Sudden health problems or early retirement of the senior instructor would have an unknown affect on enrollment of this department.

Status of Program

The committee voted to maintain the program with the possibility of expansion

MUSIC (completed Spring 2005)

Strengths

1. General education classes in music are generally full each semester. The graphs show that headcounts have decreased, but this is primarily because there is only one instructor, so the number of sections for general education courses have also decreased.
2. Since the graphs only show through 2003-04, they do not reflect the increase in headcount enrollment for Applied Music and the ensembles. The Fall 2005 semester shows the highest enrollment for ensembles in several years. (28 in MUSI 187, and 30 in MUSI 114)
3. The instructor has started his fifth year at NCCC, which demonstrates stability in the program.
4. The ensembles have consistently earned Superior ratings at national-level festivals each year.
5. Grade distributions seem to even out over the course of the past five years, indicating a reduced likelihood of grade inflation and a reduced perception of general education courses in music as easy "A's".
6. The support from the administration of NCCC over the past few years has been outstanding.
7. The program provides an opportunity for community involvement.

Weaknesses

1. The instrumental program was suspended after the Fall 2003 semester due to lack of participation from the student body and community. The facilities for rehearsing a full concert band are also not sufficient.
2. Music theory courses have not been offered on a consistent basis due to insufficient numbers of students interested in taking the course. It was taken off of the general education list during the 2002-2003 academic year because it is not truly a general education course. In addition, difficulties in transferring music theory courses to the four-year colleges in Kansas as required courses makes for a difficult "sell" to the student taking them from NCCC.
3. The rehearsal and performance facilities are nominally acceptable. A larger stage/theater, storage areas for risers and acoustical shells, and a rehearsal area large enough for a college band are highly desirable.
4. Having only one instructor in the music program is very stressful and taxing, particularly when one considers not just teaching load, but recruiting and other academic responsibilities.
5. Inadequate storage for both the music department and the theatre department.
6. Music room is not ADA compliant.

Opportunities

1. Making connection with St. Cecilia Music Club is an excellent opportunity for choir students to learn from seasoned, experienced vocal/choral musicians in the Chanute and Neosho County area.
2. Continued development of online general education courses in music.
3. Yearly master classes in vocal performance with a noted voice professor, continued participation in the Emporia State University community college choir concert, and continued participation in out-of state festivals are beneficial for students in the performance component of the music program
4. Since rehearsal space basically precludes the re-formation of a full concert band, it is possible to offer instrumental performance opportunities with chamber groups, and/or an instrumental jazz ensemble.

5. Piano classes taught with adjunct instructors.

Threats

1. Adequate funding is always a concern.
2. Lack of sufficient rehearsal space for instrumental groups is a major concern in recruiting instrumentalists.
3. The difficulty in offering transferable music theory courses seriously affects the potential of a transfer program in music.
4. Move number two to weakness.

Status of Program

The committee voted to maintain the music program at its present level.

NURSING (completed Fall 2007)

Strengths

1. Competent, progressive, engaged faculty with high standards
2. Many students applying to the program to become nurses
3. High pass rate on boards
4. Good reputation in the industry
5. Well established curriculum and test banks that give a foundation for the changes being made.
6. Versatility of many of our faculty

Weaknesses

1. Faculty overload for the past 4 years
2. Faculty turnover
3. Faculty salaries
4. Need for tutoring for students
5. Most expensive cost per FTE student on campus
6. Availability of qualified faculty

Opportunities

1. Building in Ottawa
2. Large group of students in the KC and Lawrence area wanting to enroll
3. Increase number of minority and male students.
4. Nursing shortage and demand for graduates of program
5. State is proposing a differential funding for nursing
6. Many grant opportunities in nursing

Threats

1. Competition from other schools increasing numbers of students and reducing pool of applicants.
2. Concern with decreased numbers of applicants and decreasing student ability.
3. Faculty or tutors not available to assist students in need.
4. Lack of available nursing faculty and concern when current stable faculty retire.
5. Clinical site availability for increased number of students

Status of Program

The committee voted to maintain and strength the program.

OFFICE TECHNOLOGY (completed Fall 2005)

Strengths

1. The mission statement of the Office Technology program is in correlation with NCCC's mission statement.
2. The Office Technology program contributes to all of the institution's publicly stated purposes.
3. Program outcomes are in place for the AAS-Office Technology program and assessment of those outcomes is beginning.
4. Communication with the Business and Technology Advisory Board is occurring in an effort to monitor new trends and developments in the field.
5. Enrollments in some core courses have been stable and are supported by other business programs.
6. Efforts are made to schedule courses at various times of the day, if possible, in an attempt to meet the students' needs.
7. Small class sizes allow for greater student-teacher interaction.
8. Business program scholarships provide opportunities for Neosho County student to enroll in the program.
9. Courses within the program serve other business programs as well. There are essentially no additional costs involved in providing this program.
10. Facilities are adequate, with up-to-date computer labs and software available for use within the program.

Weaknesses

1. There is no full-time office technology instructor. Limited resources due to the size of the institution present a challenge to the program. Program maintenance and improvement falls on the division chair who has limited time to devote to the program. Recruitment of student is lessened with nobody taking ownership of the program and being dedicated to promoting it.
2. Enrollment in some program courses has been marginal. Prior to the development of the program sheets, however, the program courses were not well identified and communicated to students. The number of declared office technology majors is almost nonexistent.
3. Promotion of the program has been minimal. Recruitment efforts should be increased.

Opportunities

1. The development of on-line classes in the program presents an opportunity for expansion. Courses which have already been put on-line have been successful.
2. The program should maintain flexibility in course offerings, scheduling courses at various times and places and using various modalities in response to student and area business and industry needs.
3. Educational and training needs of business and industry provide an excellent opportunity for growth. With changing technologies and new developments, lifelong learning is a necessity for the office professional. The new Business and Industrial Trainer can help identify opportunities for growth, increasing relationships with business and industry and working in partnership with those businesses to meet their education needs.
4. Changing technology and new software development continually provide opportunities for courses within the program and for training. This not only attracts new students, but brings former students back for retraining.
5. Opportunities could also exist in relation to the Allied Health programs and medical assistant

certificate. An office technology degree or certificate with a medical emphasis could be created in an effort to increase enrollment.
6. Explore more articulation with Pittsburg State University.
7. Investigate combining position of Office Technology Instructor with B & I Trainer position.

Threats

1. Competition from area community colleges, as well as from various virtual universities poses a continuous threat.
2. Decreased funding of the program constitutes a significant threat. The program relies heavily on Carl Perkins grant funding. Elimination of the grant would be harmful to the program.
3. KBOR and Kansas Department of Commerce wage earner initiative that moves funding away from low wage jobs to high wage jobs.

Status of Program

The committee voted to maintain the program.

PRE-ENGINEERING TECHNOLOGY (completed Spring 2007)

Strengths

1. The mission and purposes of the program contribute to NCCC's mission and purposes.
2. The general education program core courses transfer well to Pittsburg State University and to other four-year schools.
3. There is no additional cost in offering the program, with program courses serving various other programs as well.
4. The program could aid in attracting potential high academic achievers.
5. Helps provide more of a comprehensive community college.

Weaknesses

1. There is no full-time pre-engineering technology instructor to oversee the program.
2. Enrollment in some core courses has been minimal resulting in a grouping of physics classes and outcomes may have suffered.
3. Availability of technical program courses and engineering major courses is very limited.
4. Some university engineering programs require students to transfer after only one or two semester to enable students to begin the sequence of engineering major courses.
5. Physics labs and equipment are in need of updating.

Opportunities

1. Opportunities may arise for program improvement should the legislature earmark funds for STEM (Science, Technology, Engineering, Math) training.
2. Training for industry.

Threats

1. Competition from four-year schools and other community colleges is a continuous threat.
2. Transfer agreements vary from college to college.

Status of Program

The committee voted to maintain the program with the possibility of strengthening through grant

writing.

SECONDARY EDUCATION (completed Fall 2005)

Strengths

1. Offers students an opportunity to learn about the education field early in their college education to assist them with the final career decision.
2. Offers NCCC an opportunity to collaborate with the area public schools and with the area universities.
3. This is a popular program for students at NCCC
4. Having a full-time faculty member in charge of the program
5. There are numerous placement and networking opportunities in the public schools for our students
6. Offers an intersection for our athlete students to observe and consider what areas in addition to sports that they might want to teach
7. The program is popular.
8. The program allows students to combine teaching with athletics.
9. The program provides networking and placement opportunities for students.

Weaknesses

1. Being able to offer limited education courses for our students.
2. NCCC limited in course offerings due to 4-year degree program requirements.

Opportunities

1. Offering the Introduction to Teaching classes and lab experiences to the students on the Ottawa campus.
2. There is an increasing need for secondary education teachers, especially in the math/science areas
3. Many job opportunities are available in math and science.

Threats

1. Articulating universities changing their requirements for Secondary Education majors. As the universities continue to change, the challenge will be to keep our advisors and education program instructors up to date on the latest requirement changes.
2. As the number of education majors increases, the challenge will be having enough classes at the different schools in the area for our students to observe without overloading CHS.
3. Lack of opportunity for statewide networking through core competency meetings
4. No core competency meetings for secondary education at the state level.

Status of Program

The committee recommended that program be expanded to the Ottawa campus, and be kept current with 4-year universities.

SOCIOLOGY (completed Fall 2007)

Strengths

1. Quality staff in all areas.

2. Important to have cultural awareness in a non-cultural area.

3. Enrollment good.

4. High success rate.

5. Offer classes in a lot of different modalities.

Weaknesses

1. Lack of financial accountability.

2. Open position in Ottawa.

Opportunities

1. Classes available on the Chanute campus: Comparative Society and Human Sexuality.

2. Race and ethnicity component.

Threats

1. Marriage and Family instructor may retire soon. Will need to redesign workload, if don't replace her.

2. Universities accepting courses.

Status of Program

The committee voted to expand the program by replacing the Ottawa instructor position.

WORKFORCE DEVELOPMENT (completed Spring 2007)

Strengths

1. FLEXIBILITY; good reputation; good range of opportunities; good relationships with other community colleges; response time quick; Mark Eldridge's new position.

Weaknesses

1. UNCERTAINTY – UNPREDICTABILITY of the needs of workforce training – it tends to cycle; no full-time trainer on the Chanute campus

Opportunities

1. Possible opportunity to bring on a commissioned workforce trainer who keeps a percentage of the revenue he/she generates. Welding training is a huge opportunity for revenue; hope to have access to a dedicated welding lab in the near future to capitalize on this opportunity; growth on the Ottawa area; Ottawa Community Center; Perkins money for workforce training.

Threats

1. Commercial on-line providers of continuing education and training have almost eliminated the community college niche for this training; declining population; surrounded by other community college competition.

Status of Program

The committee voted to continue and strengthen the program.

Appendix A - Listing of New Initiatives Found in Educational Master Plan

The *new initiatives* include:

- Creating an on-line resources center that includes professional development opportunities.
- Providing greater training in advising that concludes with the possibility of certifying all advisors.
- Furthering student computer access by adding a computerized instruction room at the library where personnel can explain how to utilize the databases and other college employees can give lessons on various software applications.
- A campus-wide examination and audit of the methods and levels of outcomes assessment in courses to insure that the courses are of the highest caliber
- Including in course and faculty evaluation forms a reporting method for what steps are being taken by the faculty member to safeguard his or her course against academic dishonesty.
- Raising educational standards even higher and insure that an NCCC graduate can be proud of the education through:
  - Increasing the Rigor
  - Examination and Elimination of Grade Inflation
  - Renewed Focus on Academic Honesty
  - Examination of Cut Scores
  - Certification of Programs With State/National Organizations
  - Engaging High Schools
  - Certification and Accreditation for On-Line Program through:
    - Course Certification
    - Instructor Certification
    - Student Certification and/or Improved Advising
    - Reasonable Limitations for On-Line Enrollment for Residence Hall Students
- Demonstrating newer instructional methods through in-services and encouraging attendance at conferences where instructors will gain ideas about incorporating the new techniques in their instruction.
- Augmenting the Chanute schedule with additional weekend courses where prudent.
- Adding more joined eight-week courses to future schedules.
- Expanding hybrid class offerings as enrollment patterns dictate.
- Investigating what courses could be offered in Open Entry/Open Exit and attempting to offer a few sections as a trial.
- Investigating "learning communities" or cohort education where a group of students are enrolled in the same group of courses, sometimes team taught by several instructors.
- Providing StarLink, a service through Dallas County Community College that brings sessions to the instructor via streaming video.
- Creating a reward structure for adjunct professional development.
- Creating a counseling center that would house academic counseling, career counseling, and personal counseling.

Amended Agenda Item VIII-D: Athletic Trainer

It was the President's recommendation that the Board employ Sonja Herman as the head athletic trainer starting January 14, 2008. Ms. Herman is a graduate of the University of Wyoming with a Master of Science degree in Kinesiology and Health Science and is a Certified Athletic Trainer and Certified Massage Therapist. She received her Bachelor of Science degree in Athletic Training from the North Dakota State University.

Ms. Herman was an intern athletic trainer at Pittsburg State University and intern athletic trainer at Pittsburg High School for the past semester. She was a graduate assistant athletic Trainer for two years at the University of Wyoming. Ms. Herman has also worked various sports camps as head athletic trainer.

Ms. Herman will be placed on the faculty salary schedule at MS+15, step 2 ($31,468). Her contract will be pro-rated with a starting date of January 14, 2008 and ending date of June 2, 2008.

Resolution 2008-4

RESOLVED, That the Board of Trustees of Neosho County Community College approves the employment of Sonja Herman as the head athletic trainer, starting January 14, 2008. Ms. Herman will be paid at the MS+15, step rate (31,468) pro-rated for the days worked.

Upon a motion and a second, the above resolution was approved. Motion passed unanimously.

Amended Agenda Item VIII-E: Resignation

It is my recommendation that the Board accept the resignation of Jean Erwin, Medical Assistant Program Instructor/Coordinator, effective at the end of the spring 2008 semester.

Resolution 2008-5

RESOLVED, That the Board of Trustees of Neosho County Community College accepts the resignation of Jean Erwin, Medical Assistant Program Instructor/Coordinator, effective at the end of the Spring 2008 semester.

Upon a motion and a second, the above resolution was approved. Motion passed unanimously.

The chairman called for a five minute break at 8:10 p.m. The meeting resumed at 8:15 p.m.

Agenda Item VIII-D: Executive Session

Upon a motion and a second, the Board recessed into executive session for 15 minutes to discuss matters relating to employer-employee negotiations and included the President, Vice President for Student Learning, Dean of Finance and attorney. The Board entered executive session at 8:10 p.m. The Board returned to open meeting at 8:25 p.m.

Agenda Item IX: Adjournment

Upon a motion and a second, the meeting adjourned at 8:26 p.m.