

Assurance Argument
Allen County Community College - KS

10/1/2018

1 - Mission

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

1.A - Core Component 1.A

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

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Argument

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

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

The [vision and mission](#) of Allen County Community College is reviewed and updated every five years as part of the strategic planning process that has been in place since 1997. The most recent review and update occurred during spring 2017 as the [Strategic Planning Team](#) met and developed the 2017-2022 Strategic Plan. This group of 48 participants was an inclusive gathering of Allen employees from both the Iola and Burlingame campuses, Board of Trustee members, community representative and students. The vision and mission, as part of the Strategic Plan, are approved by the Board of Trustees.

The purpose of Allen Community College is to provide quality educational and support services in an atmosphere that is caring, safe and conducive to learning. The college is committed to a wide range of accessible, affordable educational programs that enable students to reach their academic, occupational and personal potential.

The Vision of Allen Community College is to be recognized for excellence as a valuable, responsive resource to the communities we serve and as a caring, supportive institution that empowers and educates students, faculty, and staff to embrace change, become lifelong learners, and take their place as productive members of the global community.

The above mission is supported by 12 guiding principles that enhance the broad mission. While few could quote the overall mission word-for-word, the core of Allen's vision and mission is broadly understood and perpetuated among Allen employees: Quality Education in a Caring Atmosphere.

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

The 12 Guiding Principles guide the College's systems and processes.

- *Provide access to education without the limits of time, place, and distance*
- *Enable students to study career/technical education certificate and degree programs or upgrade work skills that prepare them for successful employment*
- *Enrich and encourage personal development through course offerings*
- *Enrich the environment of students and those we serve by engaging them in social, intellectual, cultural, and recreational activities*

As an open-admission community college, Allen enrolls students with varying levels of academic preparedness and overall goals. Allen's [academic and career and technical education programs](#) support all students' intellectual achievement by preparing them for either university transfer or employment. Allen has developed a robust online learning environment, supported by academic resources in both general education courses / academic transfer programs and technical education courses, certificates and programs.

The College employs a full-time Director of Student Life who enhances the collegiate experience at Allen through regular programming and activities. Students are also able to participate in either intercollegiate or intramural athletic events. Students and community members have access to the fine arts through direct experience by enrolling in courses, or as a patron by attending art shows, musical performances, or theatre productions.

- *Enable learners to transfer college credit and successfully pursue education at other institutions*

Allen fully participates in the [Kansas Regents Shared Number](#) (KRSN) systemwide transfer of courses. Currently, 84 courses have been designated as transferrable systemwide and assigned a KRSN number by the Kansas Board of Regents. Allen offers 77 of these courses, guaranteeing that Allen students who successfully complete any of the KRSN courses that Allen offers will be able to transfer those courses to any Kansas public postsecondary institution offering an equivalent course.

The Associate in Arts and Associate in Science degrees are Allen's [designated transfer degrees](#). Students completing these degrees will have fulfilled the first- and second-year core academic requirements at the Kansas public universities.

- *Prepare students for success in college level work in reading, writing, and computational skills through developmental courses*

Allen supports students who need additional instruction prior to entering college-level coursework by offering developmental education courses in mathematics and reading/writing. For the past several years, as part of its [Performance Agreement](#) with the Kansas Board of Regents, Allen has tracked and reported the percentage of students who successfully complete Intermediate Algebra. With a 66.2% success rate in Academic Year 2017, Allen increased the success rate of these students by 14.3% over the three-year (2013-2015) baseline data of 51.9%.

The College has begun benchmarking the retention and success of students in their first college-level course following completion of a developmental course by participating in the National Community College Benchmarking Project (NCCBP). Allen's [most recent data](#) showed a 78.1% – 91.7% range in retention and success rate. Benchmarking comparisons will help put those ranges in perspective as trend data are collected.

- *Promote a program of continuous institutional improvement that ensures quality, effectiveness, and relevance*
- *Provide campus facilities that are safe, comfortable, and conducive to learning*
- *Support student retention and success through effective advisement and other support services*

Allen is committed to providing excellent [academic support](#) for its students, regardless of the course, program, or modality of instruction. Allen's academic support services reinforce learning by providing supplements to students' instructional experiences. The [Writing Center](#) and [Math Center](#) are available at both campuses and provide access to professional and peer tutors. The Writing Center offers students both onsite tutoring and an Online Writing Lab (OWL), where students are able to submit papers online for review and suggestions. With the tremendous use and success of OWL, the College is planning to begin offering similar online services for math tutoring in the near future.

The [Allen Library](#) is located on the Iola campus, but is available to Burlingame campus and online learners through an extensive collection of electronic resources, streaming videos and e-books. At a time when many community colleges in Kansas have reduced their library services due to budgetary constraints, Allen has increased its library investment because the College believes in the importance of information literacy in enabling its students to be successful. In addition to these resources, online learners have access to free-of-charge, 24/7 tutoring through [NetTutor](#), and 24/7 technical support through Blackboard Help.

Allen students have access to detailed [Program of Study Sheets](#), outlining courses required and recommended sequences of courses for each certificate and associate degree program, as well as links to direct transfer program information at Kansas public universities. Knowledgeable advisors assist in enrollment and transfer opportunities for all students. Recently, the College initiated a new [Director of Advising and Enrollment](#) position. The College also employs a [Retention Specialist for onsite students and a Student Support Technician in online learning](#) to assist students getting started, maintaining, and completing their coursework.

- *Foster diversity within the student body, administration, faculty, and staff*
- *Enhance the student experience by incorporating intercollegiate activities in student life*
- *Promote economic development*

Allen's [enrollment profile](#) is consistent with its mission. The largest percentage of students are traditional-age students of 18-24 years (59.6%). Allen's enrollment also includes high school student enrollments (17.2%) and non-traditional students aged 25+ (23.2%). The age demographic reflects Allen's Guiding Principles regarding transfer credits, career and technical education, and personal development, as well as its commitment to serve as an economic resource to the communities it serves. Allen brings diversity to the Iola campus through recruitment of student athletes from outside of the service area, state, and country. Allen offers opportunities to participate in baseball, men's and women's basketball, cheerleading and dance, men's and women's cross country, men's golf, men's and women's soccer, softball, men's and women's track and field and volleyball. Allen's percentage of students in each race/ethnicity category reflects a higher level of diversity than Allen County, reflecting the guiding principle to foster diversity.

Allen's President serves as an Executive Board Member of Iola Industries, Inc. and as Iola Industries, Inc.'s representative to the Allen County Economic Development Committee, both dedicated to the economic development of the area. The College has been represented continuously on the Iola area Chamber of Commerce, dedicated to the health and growth of local retail. A Business and Industry Task Force was initiated to fulfill Strategic Planning Goal 3c: Explore Partnerships with Business and Industry. With the conclusion of the task force in August 2018, a [report with recommendations](#) will

be presented to President's Council with action items that will be implemented in AY 2018-2019.

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

The College's planning is in alignment with and in support of its mission, as shown on the [final page of the Strategic Plan](#) where goal priorities are shown alongside the Guiding Principles which they enact. As discussed in Criteria 1.A.1, while Quality Education in a Caring Atmosphere has been the essence of the College for decades, the mission statement and guiding principles are reviewed at the start of the strategic planning process, with updating completed before future goal priorities are considered.

The College's budgeting priorities are in alignment with, and in support of its mission, as shown in the annual development of the [working budget](#) where salaries and benefits comprise roughly 2/3 of FY expenses (quality personnel = quality education) and operating expenses comprise roughly 1/3 of FY expenses (caring and safe environments). In a less broad context, budgeting priorities are not only in alignment with the College mission, but also developed through the collaborative ethic of the institution. Budget development packets are distributed to program leads and work area managers in February each year. After discussion with colleagues, operating budgets and capital requests are drafted and forwarded to deans and directors for discussion and revision in March. The same discussion and revision process is carried from deans and directors to the vice presidents, and from the vice presidents to the President. The president and Vice President for Finance and Operations make recommendations to the Board of Trustees for consideration of the new fiscal year working budget and approval of the fiscal year published budget by August. At each step in the budget development process, personnel considerations, operating budgets, and capital budgets are considered in light of the College's mission and its current strategic plan goal priorities.

Sources

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- SA_WRITINGCENTER_WEB

1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Argument

The mission is articulated publicly.

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

Allen County Community College engages in strategic planning every five years. Updating the Mission Statement of the institution is a part of the strategic planning process. The Mission Statement consists of the College mission, twelve Guiding Principles to support the mission, and a Vision Statement.

The Mission Statement is a public document and communicated to the College community and its constituents through the published [Strategic Plan](#), the [College Catalog](#), and the [College website](#). Additional College documents, such as the [Faculty Handbook](#) and the [Staff Handbook](#), also contain the full Mission Statement. The College President speaks publicly on the importance of the College mission to provide quality education in a caring atmosphere at the fall semester Adjunct Faculty Convocation and the [All-College Convocation](#) that begin each academic year.

- 2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.**

The institution's Mission Statement is current, updated every five years, and clearly states the College's commitment to "accessible, affordable educational programs that enable students to reach their academic, occupational, and personal potential." The Guiding Principles that support the mission place emphasis on instruction, academic and skills preparation, student engagement, diversity, economic development, and continuous institutional improvement.

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

The Mission Statement identifies the institution as a community college, thus providing its constituents with lower-division, undergraduate higher education and associated services. Onsite, the

College serves a [six county, state-defined service area](#). Online, the College focuses delivering distance education and associated services to the extended region of eastern Kansas.

Sources

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1.C - Core Component 1.C

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

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Argument

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

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

Allen County Community College's mission documents reflect both the understanding of a diverse society and the commitment to encouraging and supporting diversity as a core value of the institution. Allen clearly defines diversity as a priority through four of its 12 Guiding Principles:

- a. Provide access to education without the limits of time, place and distance
- f. Foster diversity within the student body, administration, faculty, and staff
- g. Enrich the environment of students and those we serve by engaging them in social, intellectual, cultural, and recreational activities
- i. Enhance the student experience by incorporating intercollegiate activities in Student life.

The vision statement further reflects this commitment to diversity by stating that the College, "... empowers and educates our students, faculty, and staff to embrace change, become lifelong learners, and take their place as productive members of the global community."

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

Allen embraces diversity in a myriad of ways for both its students and employees including age, gender identity, sexual orientation, veteran status, cultural background, political affiliation, citizenship, international status, and full or part-time student enrollment status.

Allen strives to provide diverse role models for its students through its hiring systems and practices as an Equal Opportunity Employer. While the diversity of its faculty and staff in terms of ethnicity and race will ebb and flow somewhat, the economy and demographics of the region can hinder the overall diversity of college personnel.

To further promote diversity among students, Allen offers a variety of clubs and organizations for students. While many are active each year and encourage development of interests and talent (i.e. Art, Band, Drama), others are active as student interest prescribes. In the past, Allen has had an active International Student Organization and a Gay/Straight Student Alliance. These clubs are currently inactive due to lack of student interest, but will reactivate at such time as student interest increases.

As stated in *Guiding Principle a.* of the college's mission statement, Allen serves diverse learners through its [multiple campuses and course delivery options](#). The College has two campuses, located approximately 80 miles apart, and a well-developed online learning program.

The main campus in Iola primarily serves full-time resident, degree-seeking students, with 83% of traditional age (18-24). Instruction at the main campus is primary face-to-face, morning and early afternoon. The Iola Campus provides cost-effective, open-enrollment post-secondary education to students from Allen and surrounding counties.

The College also offers affordable housing options for up to 300 students attending the Iola campus, providing opportunities for out-of-state and international students to live on-campus while attending Allen. Additionally, with an intent to encourage diversity on the Iola campus, the Board of Trustees approved a lowered tuition rate for international students beginning with the Fall 2018 semester. All students, whether in-state, out-of-state, or international pay the same affordable tuition rate for attendance at Allen.

Allen's Burlingame Campus serves a significantly higher percentage on non-traditional age students (25+). To address the needs of its students, who are more likely to study part-time and work full-time in addition to attending college, Allen provides block scheduling and weekend classes.

Allen provides further educational offerings through online courses. This modality of learning appeals to a variety of students as reflected in the more evenly distributed age ranges of students. Use of the Blackboard Learning management system ensures that all online classes are ADA compliant and easily accessible to students whose geographic locations and life circumstances might make attendance at a traditional college campus difficult. These students come from a variety of ages, geographic locations, cultural backgrounds and lifestyles.

The College has begun tracking enrollment by modality and has found the complexity of [enrollment patterns](#) fascinating. As an example, during the Fall 2017 semester, 77% of students enrolled in only one modality of instruction (onsite or online), while 23% enrolled in a combination of 2 or more modalities of instruction. During the same term, 34% of the credit hours generated were by students enrolling in multiple modalities of instruction. This indicates that Allen is serving the diversity of its learners through the combination of instructional options that can be combined to fit the needs of the students.

In line with Guiding Principles f., g., and i. of the College's mission statement, Allen promotes diversity in its student body through intercollegiate athletics and activities. This is a priority as the Iola campus is located in a small, rural town of approximately 5,700 residents with a census bureau statistic of 92% white alone. It is generally the intercollegiate athletic students who bring diversity to the campus, not only in race/ethnicity, but also in cultural backgrounds and experiences. During the [last five years](#), the percent of out-of-state athletic and activity scholarship students has ranged from 15% to 26% of the total athletic/activity students, with the largest percentage during the 2017-2018 academic year.

Special relationships have been cultivated through Admissions and Academic Affairs with high schools, such as Highland Park in Topeka, KS, which serves a predominately African-American and Hispanic/Latino community.

The focused attention to bring diversity to the Iola Campus through intercollegiate activities as well as the purposeful attention to offering students a variety of modalities through the Burlingame Campus and Online Learning options, is reflected in the [overall diversity of Allen student body](#) in terms of

race/ethnicity as compared to the service area and age range of student populations.

Sources

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1.D - Core Component 1.D

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

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Argument

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

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

Throughout its history, Allen County Community College has understood its mission to serve the public good. Purposeful actions and decisions that demonstrate this understanding are first expressed in the institution's [Mission Statement](#). "The College is committed to a wide range of accessible, affordable educational programs..." Then, to continually act on this understanding, the College and its governing board focus on accessibility and affordability for the public.

To serve the public good, [educational programs must be accessible](#). Geographically, courses and programs are available at the College's residential campus in Iola, Kansas, at the southern end of the College's service area; as well, courses and programs are available at the College's commuter campus in Burlingame, Kansas, at the northern end of the College's service area. General education and career and technical education courses are available to qualifying secondary students through the Concurrent Enrollment Program and through dual credit online learning options. Courses and programs are accessible through Online Learning across the geographic region and beyond. The institution demonstrates its commitment to accessibility by providing developmental education in [reading and writing](#), [mathematics](#), and [college study skills](#). Workplace training further demonstrates commitment to the public good and the occupational skills development of constituents.

To serve the public good, [educational programs must be affordable](#). Allen continually demonstrates this commitment to the public good by maintaining tuition and student fees at levels among the lowest in the State of Kansas. Of note, the College has kept in-state and out-of-state costs to students at the same rate (without a differential among the two levels) for over a decade. Recently, the Board of Trustees moved to reduce the international student tuition rate and fees to this same low rate, beginning with the 2018-2019 academic year.

Quality education in a caring atmosphere demonstrates commitment to the public good.

- 2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.**

Educational responsibilities, as noted in Criterion 1. B. discussing the institution's mission, are the primary function of Allen County Community College. As a public community college, the institution has no financial investors for which to generate returns or dividends. The institution has no private parent organization and no financially supporting external interests.

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

Allen engages with the College community and its constituents. Time is allotted at every regular Board of Trustees meeting for [Patrons' Concerns](#), for the community to share insights, interests, or concerns. The College most highly engages with, and would consider its communities of interest, entities such as the fifteen Unified School Districts in its six county service area; the Cities of Iola, Burlington, and Burlingame; and economic development entities such as Iola Industries, Thrive Allen County, and area Chambers of Commerce.

Allen responds to the needs of the local community by providing workforce training to area businesses and organizations including Monarch Cement, Sonic Equipment, Russell Stover, and the City of Iola. Training is provided at either the company's facility or on campus. Currently, the College is conducting a seven-month Leadership Training for the twenty-eight Directors and Assistant Directors for the City of Iola, including the Fire Chief, Police Chief, and the Director of Parks and Recreation, for example. This training is being provided at the request of the City of Iola, who approached the College requesting both [Leadership Training](#) for the Directors and Assistant Directors, and Customer Service Training for the employees who engage directly with the public. The Customer Service Training is set to begin later in September

Allen County Community College employees engage with College communities by service on governing boards of non-profit organizations and by elected service in city and county governments. A sampling of these organizations and governments includes:

- Allen County
- CASA Allen County
- City of Iola
- Civil Air Patrol, Kansas
- Heartland Works
- Iola Chamber of Commerce
- REACH Healthcare Foundation
- Thrive Allen County.

Sources

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1.S - Criterion 1 - Summary

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

Summary

Allen County Community College's mission is understood throughout the institution. While the full Mission Statement is a longer document, the core mission is broadly understood by the governing board and College personnel as "quality education in a caring atmosphere." Allen's mission is communicated publicly to the College community and the College's constituents.

The College's mission drives all aspects of its operations: planning, budgeting, policies and processes, academic programming and support services, and continuous improvement initiatives.

Allen's mission reflects an understanding of the diversity of society and the College's commitment to supporting diversity as a core value. The institution's mission also demonstrates commitment to the public good; the College provides accessible and affordable academic programs and support services while engaging with its communities and constituents.

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

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

2.A - Core Component 2.A

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Argument

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

Allen County Community College ensures integrity in its functions through a variety of means including a highly inclusive structure of [Councils, Committees, Task Forces, and Work Groups](#). Employees are expected to participate in at least two groups and are asked for their preferences. The College President compiles this information and develops the groups at the beginning of each academic year. Councils and Committees generally meet monthly, with agendas and minutes posted on the myAllen portal for transparency. Task Forces meet as necessary with the same level of transparency of agendas and minutes. Each group is structured for information, discussion, and recommendations per their stated charge.

Financial: The Business Office operates with integrity, following Generally Accepted Accounting Principles (GASB), Governmental Accounting Standards Board (GASB), and Board of Trustees policies for the [Budgeting Process](#), [Budget Administration and Purchasing](#), [Accounting, Auditing, and Payment of Bills](#), [Investment of Funds](#), [Payroll](#), and [Employee Kickbacks, Refunds, Discounts from College Vendors](#).

The [budgeting process](#) is an all-inclusive, transparent process that flows through several levels of approval before final approval by the Board of Trustees. Initial budgets are built at the user level, compiled at the program or division level, reviewed and approved by the Deans and Vice Presidents, then reviewed and approved by President's Council prior to approval and ratification by Board of Trustees.

Financial processes and systems of checks and balances are followed. These balances are specifically designed to ensure integrity among multiple employee processes. All purchases start with a purchase requisition and required approval by the appropriate supervisor, and end with a check issued by the Accounts Payable Officer. Regular employee payroll checks are issued by the Comptroller and approved by the Vice President for Finance and Operations. Similarly, cash management is maintained by the Accounts Receivable Officer, reviewed and reconciled by the Comptroller and approved and verified by monthly treasurer's reports which are compiled by the Vice President, reviewed by President's Council and approved by the Board of Trustees.

All policies and procedures in the financial area are built on systems of checks and balances. The College has a standing Benefits Committee that is tasked with “reviewing, discussing, evaluating, and recommending certain employee benefits to Allen Community College.”

Academic: The College operates with integrity within its academic policies and processes through Board of Trustees Policies, supporting written processes, and common templates used for consistency. Examples of these include [Course Syllabi](#) (policy, templates), [Developing New Course of Study](#) (policy, processes, and templates) and [Program Review](#) (processes and templates). Included in the structure of Councils, Committees, Task Forces, and Work Groups is a standing council for [Academic Affairs](#) with the charge “to provide direction for the Academic Affairs division of the College.” Additionally, there are standing committees for [Curriculum](#), [Career and Technical Education, and Student Learning Assessment](#), each with its own charge. The primary charge of the Curriculum Committee is “to review, discuss, evaluate, and make recommendations concerning academic curriculum at Allen Community College.” The primary charge of the Career and Technical Education standing committee is “to support, develop, assess and make recommendations concerning career and technical education at the College.” The primary charge of the Student Learning Assessment standing committee is “to develop student learning assessment frameworks and processes and to apply, within the frameworks, those processes to the identified institution-wide Common Learning Objectives. To plan and implement [Assessment Day](#) for faculty and instructional staff.” Other policies and processes that guide Academic Affairs include [Faculty Time/Available Presence](#), [Early Academic Warning](#), [Grade Changes](#), and [Student Academic Appeals](#).

Personnel: The College operates with integrity with policies for personnel including [Non-Discrimination](#), [a Drug-Free Workplace](#), [Cultural Diversity](#), [Sexual Misconduct](#), and [Grievance Procedures](#). The [Human Resources office](#) oversees personnel functions.

Auxiliary: The College operates with integrity within auxiliary processes for the Allen Bookstore, student housing, and foodservice.

The Allen Bookstore: To help reduce the cost of higher education to students, the Board of Trustees implemented a [Textbook Rental Policy](#) nearly thirty years ago. The textbook rental fee (\$14/cr.hr. for 2018-2019) is included in the cost of the course, as noted in the [Textbook Rental Process](#) published on the Allen website. Students may be required to purchase a textbook or supplemental material for a few specialized courses. These courses are identified on the course schedule and the course and fee statement for transparency. The bookstore also provides students with the opportunity to purchase class supplies. The Bookstore Manager works with individual faculty members to have needed class supplies available. Responsibility of the College bookstore lies with the Vice President for Academic Affairs.

Student Housing: The College has a wide variety of housing options available including traditional dorm rooms as well as modern apartment style living. The College puts an emphasis on ensuring that students are housed in a caring, safe and affordable manner. This is done by having 24 hour security cameras, professional staff supervising each building, and extensive emergency training during [orientations](#) for all housing staff.

The process for assigning students to rooms is done on a first-come first-served basis. Returning housing students receive first choice. Every effort is made to assign students to a building as well as roommates that are conducive to their preference and similarities. If a student does not request a specific person to live with, then a series of questions listed in the [application/contract](#) helps ensure the matching of students in a way that is conducive to creating a positive campus living experience.

Foodservice: The College contracts with Great Western Dining for foodservice. Allen has 5- and 18-meal plans available for students, depending on the building in which they reside. The students assigned to buildings with kitchen spaces have 5 meals included and students living in the more traditional style of housing have 18 meals. Students on the 5 meal plan can also purchase more meals if a larger meal plan as desired.

Governing Board: The Board of Trustees Policies and Procedures documents provide guidance to members of the College community in matters of legal and ethical responsibilities. The Board of Trustees follows fair and ethical policies that are based on criteria established by the Association of Community College Trustees (ACCT). The College policy on [Trustee Ethics](#) is based on the ACCT Guide to Ethical Governance, and the College policy on [Trustee Roles and Responsibilities](#) is based on the ACCT document Governing Board Roles and Responsibilities.

Administration, faculty, and staff all follow fair and ethical policies found within the [Faculty Handbook](#) and the [Staff Handbook](#).

Sources

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2.B - Core Component 2.B

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

Argument

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

The Allen County Community College website serves as the primary information source for prospective and current students as well as the public and employees. The myAllen portal provides additional information access tailored to students and employees. Blackboard LMS is used to provide information to students enrolled in online courses. The College utilizes the RAVE Emergency Texting System for emergencies, and a separate texting service, Campus Cast, to text needed information to identified student groups.

Programs: As the examples in the following [connections document](#) illustrate, the College website displays program information including [degrees available](#), [technical program outcomes](#), [four semester sequences of courses](#), and [transfer equivalency information](#). For additional information on programs, the website includes [College Catalogs](#), (both the present and previous year), [Common Course Outlines](#), [2 + 2 articulation agreements](#), [Kansas Regents Shared Number courses](#) (for systemwide transfer), [regional program options](#), [credit for military training](#), and [credit for prior learning](#). The information on the College website is designed purposely to aid students, faculty, advisors, high school counselors, university department chairs, college registrars, parents, and student support systems to understand Allen's programs and requirements.

In addition to the website, materials such as viewbooks specific to the [Iola Campus](#), the [Burlingame Campus](#), and [Online Learning](#) provide information for prospective students and the public. Marketing materials and brochures are yet another source of program information.

Requirements: The College website includes information on [requirements and processes](#) for admission, placement, enrollment, student services, student life, residence halls, and graduation.

Faculty and Staff: The College website includes an [Organizational Chart](#) and a [Faculty/Staff Directory](#) that lists all full time employees, and includes credentials for members of the faculty, staff, and administration.

Cost to Students: The College website lists [costs to students](#) for tuition, fees, book rental, and housing expenses. Cost information is also published in marketing viewbooks. The College website includes a [Consumer Information Tab](#) that includes information on accreditation, student outcome measures, retention rates, graduation and transfer out rates, student body diversity, job placement and earnings, general institutional information, cost of attendance, textbook information, athletically related aid disclosures, intercollegiate athletic program participation rates and financial support data for the Equity in Athletics Disclosure Act, campus security report, campus crime and fire safety statistics, drug violation penalties, degree programs, training, and other educational offerings, financial aid information, office of the registrar information, Federal Educational Rights and Privacy

Act (FERPA), and transfer of credit.

Control: The Board of Trustees is a locally elected, six- member board that maintains legal control of Allen County Community College. The Kansas Board of Regents is a statewide board that [coordinates the public community and technical colleges and governs the public universities](#) in the state of Kansas.

Accreditation Relationships: The College maintains its accreditation relationship with the Higher Learning Commission. The College has no specialized accreditation relationships. The HLC Mark of Affiliation is prominently displayed on the landing page of the College website. The website also displays links for a Statement of Affiliation Status, Criteria for Accreditation, Accreditation Committee, the [Quality Initiative proposal, report to HLC](#), and [review from HLC](#), and the [Multi-Campus Report](#).

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2.C - Core Component 2.C

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

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Argument

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

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

The Board of Trustees is a county-wide, taxation district, six-member, elected body given authority for governance of the College by the voters in Allen County and by Kansas State Statute. The Kansas Board of Regents serve as a coordinating body for community colleges, technical colleges, and a municipal university, while actually governing the state universities ([Board Policy 1-G-1.1](#)). The trustees are involved in the development, implementation, and evaluation of the [College's Strategic Plan](#) – this Strategic Plan is used to preserve, enhance, and develop the institution. Through the Board of Trustees' regular meetings, approval of policies, approval of the budget, and evaluation of the President, the priorities of preserving and enhancing the institution are always present.

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

The regular, monthly Board of Trustees meetings are used to engage the governing board with both internal and external constituencies and to discuss issues and activities relevant to their interests. Each [meeting agenda](#) provides time for Patrons' Concerns, as well as [reports](#) from each of the administrative areas and academic deans. Patrons may bring concerns to the governing board by making previous arrangements to be placed on the agenda or simply by attending a regular meeting and being recognized by the chair during Patrons' Concerns. Administrators (Vice Presidents and Deans) share information from their areas of responsibility and [may have individuals who report to them attend the meeting and make](#) reports specific to their areas. The Strategic Planning process, which includes representatives of both internal and external constituencies, also provides time for direct Board of Trustees interaction with individuals from those internal and external constituencies in less formal, small group settings.

All governing board members have access to the College myAllen portal, access that the chair and senior administrators review annually with the board members. Through the myAllen portal, trustees

may access College policies, written processes, and review agendas and minutes of all relevant internal constituencies.

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

The Board of Trustees, being an elected board, is responsible to the citizens of Allen County. The Allen County Community College Endowment Association operates as a separate entity with its own Board of Directors. It is responsible to donors. The Endowment Association's role as stated in its policy manual is "to obtain additional financial resources from the private sector to enhance the College's mission attainment." The Board of Directors may serve as "advisors" to the Board of Trustees. Board of Trustees policy advocates that each member of the governing board "resist every temptation and outside pressure to use [his/her] position as a community college board member to benefit [his/herself] or any other individual or agency apart from the total interest of the community college district."

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

Board of Trustees Policies and Procedures addressing [Trustee Ethics](#) and [Trustee Roles and Responsibilities](#) dictate that establishment of policies and evaluation of the President are the roles of the governing board, while administration of those policies is the responsibility of the President. The 26 year tenure of the current President and the financial solvency of and academic respect for the institution (HLC Financial Report, KBOR Performance Reports, etc.) have led to a relationship of mutual respect and trust between the Board of Trustees and the President. The board chair and President meet once a month outside of the regular Board of Trustees meetings. Other board members and the chair will occasionally use the telephone or email communication to request information or make the President aware of a question or concern from themselves or the community. The Board of Trustees also acknowledges the role of the faculty in the [oversight of academic matters](#) and the College curriculum. The [Program Review process](#) is led by faculty members with the results, such as data reviews, progress on previous goals, suggestions for improvement, and future goals presented to the Board of Trustees at regular meetings. The Board of Trustees trusts the [Councils, Committees, Task Forces, and Work Groups](#) structure to provide direction in the operation of the College. This structure, with task forces formed by the priorities set forth in the Strategic Plan, is reviewed by the governing board annually.

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2.D - Core Component 2.D

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

Argument

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

Academic Freedom is addressed uniformly in both the [Faculty Handbook](#) and with each negotiated and ratified version of the [Master Agreement](#). The statement articulates the College's commitment to academic freedom and the responsibility that comes with that freedom.

“Allen is committed to academic freedom. The right to teach the truth about the physical, social, and biological world, so long as it is related to the subject assigned shall not be abridged.

College instructors are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As individuals of learning and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence, they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not institutional spokespersons.”

Sources

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2.E - Core Component 2.E

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

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

Argument

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

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

Allen County Community College has high expectations that employees conduct themselves professionally.

As a community college, Allen's mission is focused on quality education in a caring atmosphere. In both the onsite and online classrooms, Allen faculty acquire, discover, and apply knowledge responsibly, observing the standards of their disciplines learned in their undergraduate and graduate programs. These discipline standards are transferred on to students in instructional approaches to the classroom, learning outcomes, lessons, assignments, and feedback. Effective oversight in this acquisition, discovery, and application of knowledge is then provided by the faculty itself. In addition to the instructors, integrity in the acquisition and use of knowledge is taught by the College's professional librarians, who serve students, faculty and staff members, and community patrons. Supporting this responsible acquisition and use of knowledge, the [Writing Center](#) coordinator and tutors are available to students, faculty, and staff members for consultation on the proper use and attribution of sources and documentation. An administrative level of support and oversight resides with the Vice President for Academic Affairs who provides oversight related to research and scholarly practice.

In recent years, since the last HLC comprehensive accreditation visit, a number of faculty and staff members have pursued advanced degrees. All three of the College Vice Presidents serve in support functions for these individuals in terms of Salary Schedule Movement as degrees are achieved and further graduate credits are attained. The Vice President for Academic Affairs serves in an oversight function in terms of research and scholarly practice in situations where a staff member wishes to complete an internship requirement and/or in situations where College data is requested as part of an undergraduate or a graduate research project. In this oversight role, the Vice President for Academic Affairs administers processes and policies should a situation occur where the integrity of research and scholarly practice are violated, including the process of [employee separation](#) should such an occurrence warrant this action.

In the 2017-2018 academic year, the College added the planned and developed Institutional Research and Reporting position to the College staff. With this added expertise, in the 2018-2019 academic

year, the College formed the Institutional Research Committee to review future requests for College data and information for the intended purpose of research toward educational attainment. The committee is comprised of the Vice President for Academic Affairs, Director of Institutional Research and Reporting, and the Director of Information Technology. The Vice President for Academic Affairs retains final approval.

While in the past 10 years requests for College data and information for research studies for educational papers, theses, and dissertations have been few, this committee formation to review requests is welcome progress in continuous quality improvement.

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

The Allen College Library offers students [information literacy instruction](#) on the ethical and proper use of information resources. This instruction is offered in a variety of formats. The Library adheres to the Association of College and Research Libraries: Framework for Information Literacy and utilizes its core principles in each of the Library's instructional sessions. These sessions include information literacy instruction embedded general education courses such as [COL102 English Composition II](#) and discipline-specific research in courses such as [SOC102 Introduction to Sociology](#). The library staff also offers special sessions focused entirely on Academic Honesty and avoiding plagiarism, and general library orientations. Information literacy sessions are conducted by credentialed, master-degreed librarians.

Throughout the curriculum, Allen faculty guide students in the proper use of information resources through their [lessons and assignments](#). Additionally, academic support services such as the [Writing Center](#) offer students direction in the ethical use and proper documentation of sources.

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

The College communicates the importance of, and enforces its policy on, Academic Honesty through a formal [Board of Trustees policy](#) and materials in the [College Catalog](#), [Faculty Handbook](#), the College website, and brochures for both [faculty](#) and [students](#), myAllen portal, and through student orientations. Individual instructor statements on Academic Honesty, and the consequences for not observing and adhering to Academic Honesty, are stated in the [syllabi](#) for all courses.

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2.S - Criterion 2 - Summary

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

Summary

Allen County Community College operates with integrity and clear ethics in its financial, academic, personnel, and auxiliary functions. The College's well-developed Board of Trustees Policies and Procedures sets expectations, and the College's inclusive Councils, Committees, Task Forces, and Work Groups fosters college-wide participation. All of these lead to transparency in operations.

The College presents itself clearly to students and the communities it serves through complete communication and an abundance of materials showing its academic programs and requirements, personnel, costs to students, governance and coordination, and accreditation relationships.

The Board of Trustees acts autonomously and makes ethical and fair decisions in the best interest of the College. The governing board delegates operation of the College to the administration and oversight and implementation of the curriculum and academic functions to the faculty.

Allen County Community College is fully committed to the freedom of expression and the pursuit of truth in teaching and learning. In this pursuit, the College supports ethical and responsible acquisition, discovery, and application of knowledge. The College educates its students and communities on academic honesty and integrity, and the College enforces policies on the same.

Sources

There are no sources.

3 - Teaching and Learning: Quality, Resources, and Support

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

3.A - Core Component 3.A

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

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

Argument

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

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

Allen County Community College offers courses and programs at the lower-division, undergraduate level of higher education. Academic courses and degree and certificate programs are current and require the appropriate levels of performance. General education transfer courses and Associate in Arts and Associate in Science degree programs prepare students to transfer to baccalaureate programs of study. Career and technical education courses, certificate programs, and Associate in Applied Science degree programs prepare students to enter the workforce in particular fields.

The academic curriculum of the College is the responsibility of the faculty. Faculty members are expected to remain current in their academic disciplines and to communicate and demonstrate this currency and relevance to their students. All faculty are supported in their professional development through College convocations. Adjunct faculty are additionally supported through the [Adjunct Faculty Professional Development](#) Incentive Program. Full-time faculty are supported in their professional development through the availability of conference attendance, technology training, and webinars.

As students prepare through academic courses and programs for the next phases of their educational and professional lives, the College is held accountable by the receiving institutions and workplaces for the student's appropriate preparation.

The College reviews data provided in the Kansas Board of Regents Transfer Feedback Report, including aggregated [transfer student performance data](#) from transfer institutions that demonstrates students' readiness for upper-division, undergraduate coursework. Emporia State University (ESU) provides Allen an additional, more detailed report of [transfer student data](#) which shows the success rates of Allen transfer students compared to native ESU students and other community college

transfer students. This data demonstrates that Allen students are appropriately prepared to perform junior-level university coursework when they transfer from Allen.

The College also monitors the [Student Success Index](#), available through the Kansas Board of Regents Higher Education Reporting System. The Student Success Index is a broader indicator of student success than the traditional retention and graduation rates as it accounts for students who completed at Allen, completed at another Kansas public college or university, completed elsewhere or are still pursuing higher education. The Student Success Index tracks each of these factors for a cohort group for up to eight years. and demonstrates that Allen students are performing at an appropriate levels.

The College receives career and technical education student performance feedback by seeking out and analyzing student goal attainment, beyond earning the College certificate or degree. In programs such as Early Childhood Education, students may select to apply for A Child Development Associate (CDA) credential after completing the ECE certificate program. In Allied Health programs, students may wish to enter the workforce as Certified Nurse Aide or Certified Medication Aide after completing these stand-alone programs. In programs such as Farm and Ranch Management, students may be preparing to return to the family farm in a position of increased responsibilities after completing the Associate of Applied Science in Farm and Ranch Management. Whether the credential, beyond the College certificate or degree, is a nationally recognized credential, state examination for licensure, or a higher position of responsibility in a family business, student performance must be at appropriate levels of achievement to earn the third party endorsement.

Career and technical education programs maintain and foster [advisory boards](#). These [advisory boards](#), comprised by industry professionals, community members, and university specialists, meet regularly with Allen CTE program faculty to review program curriculum and ensure program currency and relevancy to the workforce. The KBOR Follow-Up report demonstrates the success of students who receive certificates or Associate of Applied Science degrees after they have entered the workforce.

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

The College offers lower-division, undergraduate education at the Associate degree level through the [Associate in Arts](#), [Associate in Science](#), [Associate in General Studies](#), and the [Associate in Applied Science](#) degree options. As well, the College offers a variety of career and technical education certificates.

Each of the degree options offered by the College contains clearly articulated requirements for graduation, emphasizing the different goals of the degree. The Associate in Arts degree requires more credits in the Humanities and Social Sciences; the Associate in Science degree requires more credits in Mathematics and Physical and Life Sciences. These two options are for students who intend on transferring to baccalaureate institutions.

The Associate in Applied Science degree options have specific programs of study and are for students who intend to enter the workforce directly after graduation. Each of the career and technical education degree and certificate programs maintains [Program Outcomes](#) emphasizing the different goals of that degree or certificate. Technical education instructors utilize a crosswalk of outcomes and classes to ensure all Program Outcomes are addressed in courses within the program. The Program Outcomes for career and technical education programs are reviewed by Advisory Boards who help assure courses and programs are current and meet employers' needs.

Career and technical education AAS degree and certificate programs move through local Curriculum

Committee and Board of Trustees approvals, then KBOR Technical Education Authority and on to Kansas Board of Regents for state approvals. Some career and technical education degree and certificate programs, such as the Associate in Applied Science in Information Networking Technology and the Computer and Network Support Technician Certificate have undergone the Kansas Board of Regents Program Alignment Process.

3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality.)

The College maintains consistency in program quality and learning goals across all modes of delivery and locations. All courses at Allen follow [Common Course Outlines](#) that include stated student learning outcomes for the courses regardless of delivery method or location. All faculty are required to utilize the Common Course Outlines when constructing course syllabi. Consistency is also maintained through the use of common adopted textbooks for courses across all modalities and locations. Textbooks are selected and adopted by full-time faculty members, either as discipline groups if several full-time faculty teach the same courses, or by individual lead faculty members if there is only one full-time instructor in a discipline area or program. All program goals are consistent for academic programs no matter how students access the coursework, whether through onsite or online courses, or whether students begin programs through dual credit options or as first-time freshmen on the campuses.

Course and program quality is also maintained through the use of consistent Blackboard Basic Course Shells. Basic Course Shells are designed for Online Learning courses by credentialed faculty. These shells are then copied and provided to all faculty members teaching the courses online. Instructors receiving the Basic Course Shells may add to the curriculum content and revise features of the shell, but the eight module format and the student learning outcomes remain the same. [Minimum Expectations for Online Instructors](#), the standard expectations for online instructor-student interaction and professional development, help ensure consistency and quality.

At Allen County Community College, all but a few full-time instructors teach blended schedules on both onsite and online courses. Faculty may teach the same course in two modalities or different locations, including in secondary schools, adding to the College's assurance of consistency across all modes of delivery and all locations.

The College's [Adjunct Faculty Convocations](#) focus specific time at every convocation for adjunct faculty members teaching in different modes of delivery and at differing locations to work with full-time faculty leads on fulfilling student learning outcomes and assuring assignment quality. These sessions, in division breakouts or discipline groups, provide for rich discussions with the sharing of instructional approaches, instructional materials, and evaluation and assessment practices.

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3.B - Core Component 3.B

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

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Argument

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

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

General education at Allen County Community College provides students with broad knowledge based in intellectual concepts to set the foundation for

- degree completion and successful transfer to baccalaureate institutions
- degree completion and successful entry into the workforce
- degree completion and full participation in the communities the College serves,

all as college-educated people.

Allen's general education program honors the College mission and guiding principles by

- enabling learners to transfer college credit and successfully pursue education at other institutions
- enriching and encouraging personal development through course offerings
- enriching the environment of students and those the College serves by engaging them in social, intellectual, cultural, and recreational activities, and
- promoting economic development.

The course offerings are appropriately at the 100- and 200-level of higher education and focus keenly

on courses aligned state-wide with core learning outcomes for systemwide transfer.

The College offers students the [Associate in Arts](#), [Associate in Science](#), [Associate in Applied Science](#), and [Associate in General Studies](#) in accordance with the policies and following the guidelines of Allen County Community College [Board of Trustees Policies and Procedures](#) (the College's governing body) and the [Kansas Board of Regents Policies and Procedures](#) (the College's coordinating body). Moreover, the general education program within the degrees offered by the institution follows both entities' (governing and coordinating) policies.

- 2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.**

The purpose of the general education program at Allen is to impart broad knowledge based in intellectual concepts. The areas of knowledge within the general education program include

- Communications
- Social and Behavioral Sciences
- Fine Arts and Humanities
- Natural Sciences and Mathematics.

Additionally, the general education program within the AAS and AGS degrees contain

- College Orientation
- Computer Sciences
- Health and Physical Education.

Some areas of knowledge contain numerous course options from which students may choose to fulfill the general education requirements, while a few areas of knowledge are more prescriptive, containing courses considered foundational to the general education requirements, such as COL101 English Composition I and COM101 Public Speaking in the Communications area of knowledge in the AA and AS degrees. General education program areas of knowledge and the courses that fulfill the areas of knowledge for the four degrees offered are found in the [College Catalog](#) and on specific degree sheets posted on the College website under the Academics tab.

The learning outcomes of the courses that fulfill the areas of knowledge in the general education program are articulated on Common Course Outlines developed for each course and provided on the College website. The College's general education program focuses on [Systemwide Transfer Courses](#) with state-wide, faculty-developed and agreed-upon learning outcomes. In the seven years of the Kansas Board of Regents Transfer and Articulation Council, the emphasis has been on [seamless student transfer](#) of general education program and foundational survey courses at the lower-division undergraduate level. Allen County Community College has been instrumental in the creation of this [State of Kansas general education transfer curriculum](#), with faculty representation at every annual state-wide Kansas Core Outcomes Groups meeting and institutional representation on the KBOR Transfer and Articulation Council, with the Vice President for Academic Affairs co-chairing the Council in AY 2016-2017. (On several occasions, state-wide KCOG faculty meetings started with Allen Common Course Outlines as their basis for developing shared learning outcomes). Examples of this faculty and institutional leadership include [MAT130 Essential Mathematics](#) and [BIO106](#)

[Environmental Science](#). Both of these course examples fulfill general education program requirements.)

The College's general education program is built on a framework that balances the programs of external constituencies with the input of internal stakeholders. In AYs 2014-2015 and 2015-2016, the Curriculum Committee undertook the project of [revising the College's Associate in Arts and Associate in Science degree requirements](#). The project was intended to ensure that the degree requirements were up-to-date and served students with quality educational programs. Revising the AA and AS degree requirements meant examining the degrees' general education program requirements. As the AA and AS are programs of study designed for transfer to baccalaureate institutions, faculty members of the Curriculum Committee researched the varying general education programs at the seven public universities in Kansas to which Allen graduates transfer. The Committee also took into account the general education programs at neighboring two-year institutions and reviewed KBOR policy on degree requirements and general education transfer policy as it applies to the public universities. Loaded with this information, Curriculum Committee members debated the Kansas public universities' general education programs and what they believed, in the context of lower division undergraduate education, constituted a college-educated person. The revised AA and AS degrees, and their general education program requirements, set that balance – enabling graduates to best transfer to baccalaureate study fulfilling most, and in some instances all, university general education requirements and, if deciding not to transfer on, taking their places in the communities the College serves as well-rounded, college-educated people.

The Curriculum Committee began a study of the Carnegie Math Pathways in AY 2016-2017 and a study of the purposes and revision of the Associate in General Studies degree in AY 2017-2018. The Committee looks to complete its work on the AGS, with possible links to the Bachelor of General Studies at the University of Kansas and the Bachelor of Liberal Arts at Pittsburg State University, in AY 2018-2019. The Curriculum Committee will study and update the Associate of Applied Science degree in AY 2019-2020, with any revisions submitted to the Kansas Board of Regents (CTE staff) and the federal Department of Education (Title IV) for approvals.

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

Every degree program offered by Allen County Community College engages students in collecting, analyzing, and communicating information.

- In the Associate in Arts degree, in the Fine Arts and Humanities area of knowledge, COL250 Introduction to Mythology is a course option to fulfill the Literature general education requirement. Instructors Griffith and O'Keefe assign students a multi-source research project that requires the discovery, analysis, and synthesis of information. (Onsite modality)
- In the Associate in Science degree, in the Natural Sciences and Mathematics area of knowledge, BIO102 Principles of Biology is a course option to fulfill the general education requirement. Instructor Erikson asks students to compare arguments on the topic of climate change utilizing the Gale's Opposing Viewpoints in Context database in an assignment that requires accessing, analyzing, and comparing information. (Online modality)
- In the Associate in Applied Science degree, in the program-specific area of knowledge, ECE105 Observing and Interacting with Young Children is a course requirement for the Early Childhood Education program of study. Instructor Toland asks students to identify challenges in effectively teaching or guiding young children and then to gather data to better understand appropriate solutions to the identified challenges. The assignment requires recognition, data

collection, analysis, problem solving, and communication. (Online modality)

- In the Associate in General Studies degree, in the College Orientation area of knowledge, SSC103 College Career Success Seminar is a course option to fulfill the general education requirement. Instructor Bilderback assigns students to practice locating varied source material on a research topic through database searches. Once varied sources are identified, students practice citing the sources through MLA or APA citation methods. The assignment requires searching, identifying, collecting, and citing information. (Online modality)

Likewise, every degree program offered by the College engages students in practicing modes of inquiry or producing creative work. Modes of inquiry established in the institution's degree programs range from the scientific method to analytical thinking to research methods – including defining scope, synthesizing multiple sources, and drawing reasonable conclusions. Producing creative work, most often identified with, but not limited to, the Associate in Arts degree, ranges from visual arts to music and theatre performance to creative writing.

Furthermore, every degree program offered by Allen engages students in developing skills adaptable to changing environments. Skills adaptable to changing environments include analytical thinking and problem solving, information literacy, public speaking, and expository and technical writing. These skills of a college-educated person are embedded throughout the curriculum at Allen.

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

A college education provides students opportunities to engage with the world in new and exciting ways and contexts. Students explore human and cultural diversity at Allen throughout the curriculum in explicit and implicit experiences of discovery. Courses such as these in general education contain learning outcomes and assignments that ask students to discover, acquire, and apply knowledge about the human and cultural diversity of the world in which they live and work:

- [ANT111 Cultural Anthropology](#)
- [ART101 Art Appreciation](#)
- [COL260 World Literature](#)
- [COM201 Mass Communication in Society](#)
- [HUM211 Current World Affairs](#)
- [MUS111 Music Appreciation](#)
- [SOC205 Contemporary Social Problems](#)
- [SPA101 Elementary Spanish I](#)
- [THE101 Theatre Appreciation](#)
- [WGS200 Introduction to Women's Studies.](#)

Courses such as these in career and technical education contain learning outcomes and assignments that ask students to discover, acquire, and apply knowledge about the human and cultural diversity of the world in which they live and work:

- [AGR213 Agricultural Economics](#)
- [APS105 Multicultural Aspects of Counseling](#)
- [CJS100 Introduction to Criminal Justice](#)
- [ECE101 Early Childhood Growth and Development](#)
- [ECE106 Multicultural Education of Young Children.](#)

Beyond its curriculum, Allen County Community College has a long history of valuing diversity and

honoring inclusion. The College welcomes domestic and international students from across the globe. The College's faculty, staff, and governing board maintain a history of gender balance and inclusion; the College welcomes people who identify as LGBTQ and its various communities.

Looking to the future, the College's current Strategic Plan includes strategies to "[target recruiting at high schools with diverse student populations](#)" and to "[investigate increasing international student enrollment.](#)" Toward the second strategy, the Board of Trustees recently lowered the College's [international student tuition rate](#), beginning with the 2018-2019 academic year, to the same low rate as in-state and out-of-state tuition. This welcoming act on the part of the governing board enables Admissions and Enrollment to recruit students with a cost savings advantage.

Likewise, looking to the future, the College formed a [Diversity, Equity, and Inclusion Task Force](#) for AY 2018-2019 to explore how Allen might develop and improve to be an even more welcoming and caring institution. This task force enacts several of the Guiding Principles of the College mission and addresses goal areas of the Strategic Plan.

While the College maintains processes for responding to students' Accommodations requests, Allen is further engaging in [Accessibility and Accommodations training](#) in partnership with neighboring Fort Scott Community College and Neosho County Community College through trainings provided by Wichita State University. These trainings, focused on student access and accommodations in instruction, include presentations, academic discipline discussions, resource networking, and best practices documents. Some Allen faculty are investigating participating in short-term badge courses through WSU to further their knowledge in this important area.

Allen County Community College values human and cultural diversity and works to ensure that, beyond welcoming and caring, the College is inclusive so that people may participate to their fullest.

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

Allen faculty and staff members and students contribute to scholarship, creative work, and the discovery of knowledge through their own study and application, creations and performances, and sharing of learning with their communities.

The College encourages faculty and staff members in their continuing growth through a [Salary Schedule Movement policy](#) that increases employee earnings in response to further educational attainment. In recent years, a number of personnel have taken undergraduate and graduate courses to increase their knowledge and move up the salary schedule, while other personnel have completed programs with advanced degrees. A sample of faculty and staff members earning advanced degrees includes:

- An Instructor of Music who completed a doctorate in Clarinet Performance
- A Dean who completed a doctorate in Higher Education Administration
- A Registrar who completed a masters in Educational Administration
- An Adjunct Faculty Coordinator who completed a second masters in History
- A Library Support Specialist who completed an MLIS degree
- A Bookstore Manager who completed a masters in Mathematics.

The College celebrates its faculty and staff members' further educational attainment and, when appropriate, asks the faculty or staff members to share with the College their scholarship. Such a circumstance was when a Dean completed her dissertation, and the College asked her to present her

scholarship on student placement at an [All-College Convocation](#) to begin a dialogue on the growing practice of using multiple measures in determining student placement in courses.

In the last ten years, a limited number of faculty and staff members have published creative work or commentaries. Publication is not a condition of employment at the College; however, this engagement with academic and journalistic communities is recognized and commended.

The Communication and Fine Arts division posts a [Fine Arts Calendar](#) each academic year, informing students and the College's communities of opportunities to engage with student creative work in visual arts and music and theatre performances.

[The Inferno](#) student literary magazine is a venue for student creative writing. While accessed primarily by students studying in COL115 Beginning Creative Writing, *The Inferno* includes submissions from students across the College and from all instructional modalities.

[The Flame](#) online student newspaper is a venue for student journalistic writing and is connected to both courses and activities in the Communication program. While developed seven years ago, *the Flame* has grown in student participation and readership in AYs 2016-2017 and 2017-2018, even being referenced as a news source by the *Iola Register*, the long-standing newspaper in Allen County, Kansas.

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3.C - Core Component 3.C

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

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

Argument

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

- 1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.**

Allen County Community College employs the faculty and instructional staff needed to fulfill the classroom and non-classroom roles expected of higher education faculty. The College maintains course enrollment maximums at 25 students or below per course section in all modalities so that faculty members may instruct and serve their students in accordance with the College's mission of providing quality education in a caring atmosphere. Likewise, [full-time faculty assignment load](#) consists of 15 credits per semester (or 30 credits per academic year), with the opportunity to teach up to 6 credit hours of assignment overload per semester. This limitation of a maximum 21 credit assignment load further ensures quality instruction.

Faculty are charged with [responsibility for the curriculum](#) at the College. [Course and program proposals](#) or revisions are drafted by the faculty or instructional staff initiator, and discussed with program colleagues or academic division members, the division chair, and the appropriate dean before submission to the [Curriculum Committee](#) for consideration. Faculty members are expected to maintain good relationships with academic discipline colleagues at both the secondary and post-secondary levels, so that Allen instructors are knowledgeable about current expectations in their curricular areas to build and maintain high-quality courses and programs. As well, faculty members instructing in career and technical education fields have the responsibility to maintain similar currency and relevancy with the expectations of businesses and industries in the region. Curriculum

Committee membership at Allen includes faculty division chairs and full-time faculty members at-large representing different academic disciplines. The curriculum proposal process moves from the faculty or instructional staff initiator to colleagues and the academic division, the Curriculum Committee, the President's Council, and then to the Board of Trustees for approval.

Allen Community College instructors participate in four levels of Student Learning Assessment: Classroom Assessment, Course Assessment, Program Assessment, and Institution-wide Assessment. Instructors consistently engage in Classroom Assessment in all modalities of instruction to gain insight into student understanding of lesson concepts. [Course Assessment](#) is conducted by instructors selecting a competency within a student learning outcome of a course, selecting a method of assessing student learning of the competency, and then [reporting on the assessment, results, and improvements](#). Reports are then reviewed and discussed by division faculty during [Assessment Day sessions](#). For some courses where there are multiple sections taught by multiple faculty members, all instructors teaching the course may assess the same competency. In this situation, comparative data may be used for discussion during Assessment Day. With the drafting of Program Learning Outcomes and [mapping the outcomes to program courses](#) in the Career and Technical Education programs, Program Assessment is in development. Presently, as one aspect of Program Review, faculty members annually examine and discuss student learning data with the College's academic deans and institutional research person. This occurs during the fall semester. Institution-wide Assessment occurs during the spring semesters and is currently being expanded to more closely align with the College's general education degree requirements. The College uses the following categories: 1. Effective Communication, 2. Mathematical/Analytical Reasoning, 3. Critical Thinking/Problem Solving, and are adding 4. Social Context in the World, and 5. Appreciation of Arts and Humanities.

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

The College utilizes a [Framework for Faculty Qualifications, Disciplines and Subfields](#) built upon the National Center for Education Statistics: Classification of Instructional Programs (CIP Codes); HLC's "Determining Qualified Faculty: Guidelines for Institutions and Peer Reviewers;" Kansas Board of Regents university catalogs, Kansas Higher Education Data System data reporting parameters; and higher education precedence in the State of Kansas. The Framework was built in consultation with Kansas Board of Regents Academic Affairs staff members and presented to the Kansas Council of Instructional Administrators in conference at Washburn University in the fall of 2015. Also in attendance at the Framework presentation were Washburn University academic administrators; Washburn University is Allen County Community College's [primary transfer institution](#).

The Framework provides a contextual structure by which to consider faculty credentials and create faculty assignments. By structurally using federal program classifications and state context and precedence, the College academic deans are empowered to make assignments in a manner that is consistent and reduces subjectivity. Approval for determination of faculty qualifications and instructional assignments is granted by the Vice President for Academic Affairs upon the recommendations of the academic deans. The Framework is applied to all faculty, inclusive of all modalities and sites (i.e. how and where instruction occurs). Faculty qualifications are highlighted and noted in the personnel file of each faculty member (full-time and adjunct) at the College. Faculty instructional assignments are approved in the course schedule development and posting process prior to each semester and session.

Additionally, in the modality of Online Learning (distance education), the qualifications of potential instructors are reviewed by the dean with the vice president even before the individuals are placed into online instructional training to, once training is completed, possibly receive course assignments.

Considering Allen County Community College's curriculum, the classifications of academic areas within the Framework for Faculty Qualifications include:

- English
- Mathematics and Statistics
- Communication
- Social Sciences
- Behavioral Sciences
- Biological and Biomedical Sciences
- Physical Sciences
- Philosophy and Religious Studies
- Career and Technical Education
 - Agriculture
 - Computer and Information Sciences
 - Family and Consumer Sciences
 - Security, Law Enforcement
 - Health Professions
 - Business, Management, Marketing
- Visual and Performing Arts
- World Languages
- Education
- Health and Physical Education
- Basic Skills and Developmental Education
- Student Success.

Whenever possible, with special acknowledgement of core General Education and STEM (Science, Technology, Engineering, and Mathematics) disciplines, areas for which the College is known and in which it wishes to continue to excel, the institution pursues faculty who exceed the Framework qualifications and who are accomplished in their careers and in instructional pedagogy. Toward this latter point, Allen honors and encourages faculty members to have an earned graduate-level instructional methods course in their programs of study. Even among teaching-focused community colleges, Allen County Community College has a reputation in the region of employing faculty who are content experts with an instructional focus on student success.

Allen County Community College has developed systems and processes to ensure that faculty possess the required credentials for the courses they teach. During the College's reconsideration of faculty qualifications in 2015 and 2016, Allen identified a group of instructors, predominately adjunct instructors in the state's Concurrent Enrollment Program (college courses taught onsite by high school teachers in the high schools), who did not meet the Framework qualifications. The College systematically addressed faculty qualifications with the instructors and encouraged professional development through the attainment of additional graduate credit hours or the completion of a Master's degree. Seventeen (17) individuals selected not to pursue additional graduate hours, a Master's degree, and/or were unable to continue teaching with the College. [Twelve \(12\) individuals](#) elected to pursue the required credentials for continued employment. To-date, five (5) individuals have completed sufficient additional graduate studies and seven (7) individuals are in the process of completing additional graduate studies (as of 2018) on approved Professional Development Plans.

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

Allen full-time instructors receive the benefit of feedback through Administrative Evaluation of Instruction from the supervising academic dean, in accordance with [Board of Trustees policy](#), each semester in the first two years of employment, once a year in the third and fourth years of employment, and on three year rotations thereafter. When instructors teach in both [onsite](#) and [online](#) modalities, the modality in which the evaluation is conducted alternates. Instructors and senior academic administrators may request additional evaluations through established, respectful processes. Each Administrative Evaluation of Instruction is followed by one-to-one conferences between the supervising dean and the instructor evaluated. All completed documentation of the evaluation is reviewed by the Vice President for Academic Affairs.

Allen adjunct instructors receive the benefit of [feedback through observation](#) by the Adjunct Faculty Coordinator for onsite courses and by the Online Learning Coordinator for online courses. Observation feedback is afforded using established rubrics designed for the modality of instruction. Adjunct instructors receive observation feedback in the first semester of teaching with the College and on one- to two-year rotations thereafter. Each observation is followed by one-to-one conferences between the coordinator and the adjunct instructor observed. All completed documentation of the instructional observation is reviewed by the supervising academic dean. When observations are positive, the dean may send a congratulatory note; when observations show a concern, subsequent observations are scheduled and trends are documented and addressed by the dean. Should issues not improve, the College may select to no longer utilize the adjunct instructor.

All Allen full-time and adjunct instructors receive the benefit of student feedback through Student Evaluations of Instruction. Each instructor receives student feedback through evaluation in one course section each semester, in accordance with policy ([onsite](#) and [online](#)). Full-time and long-standing adjunct instructors (10+ years) are asked from which course section they would like student feedback. Adjunct instructors serving the College a shorter time or who may teach one course section have their selected course identified by the supervising dean. Student Evaluations of Instruction are conducted electronically in students' myAllen portals, with feedback available to instructors in their employee portals the day after final grades are due. Student Evaluations of Instruction have been conducted electronically for eight years, with student response rates hovering in the 18-24% range. While these response rates are typical, even positive, for electronic surveys, the College has researched, discussed, and encouraged practices toward improving these response rates. All Student Evaluations of Instruction documentation for both full-time and adjunct instructors is reviewed by the Vice President for Academic Affairs, with significantly positive feedback or trends of possible concern called to the attention of the supervising academic dean. The dean follows up with the faculty member and reports back to the Vice President for Academic Affairs. If trends show a concern, a process is in place to develop an [Action Plan for Improvement](#). This process has been successfully implemented twice.

An innovation in supervision, and administration's helpfulness toward faculty, takes place in Academic Affairs centered on Administrative Evaluations of Instruction. Annually, three completed Administrative Evaluations of Instruction, one conducted by each of the three academic deans, are selected at random. The identifying instructor information is masked, and the evaluations are copied, distributed, and discussed among the three academic deans and the Vice President for Academic Affairs in the context of the quality of the evaluations' feedback and the helpfulness of the evaluations toward improving instruction. Over time, the completed Administrative Evaluations of Instruction have improved in quality and content, with all three academic deans serving faculty with effective strategies and instructional insights.

4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional

development.

Allen maintains both [policies and processes](#) for assuring that faculty are current in their disciplines, adept in their teaching roles, and supported in their professional development. In addition to evaluation policies and processes, the College forms Mentoring Committees for all full-time faculty new to the College. Mentoring Committees are comprised of the faculty member's division chair, a tenured faculty colleague, and the supervising academic dean. As an aspect of the mentoring process, the division chair and tenured faculty colleague individually observe the new faculty member in teaching lessons and discuss these observations in following Mentoring Committee meetings. Teaching strategies are often the focus of these discussions. Per [Board of Trustees policy](#), in the faculty member's third year of employment, the Mentoring Committee becomes the Tenure Committee with the addition of the Vice President for Academic Affairs and the Vice President for Student Affairs as committee members.

The College encourages both faculty and staff members to advance in their [educational attainment](#), as evidenced by the Board of Trustees policy on [Salary Schedule Movement](#). This policy, and its ensuing processes, rewards faculty and staff members for the attainment of the master degree beyond the baccalaureate degree, for incremental steps of additional graduate credit beyond the master degree, for the doctoral degree, and incremental steps beyond. This salary movement, most often in monetary increments of \$1,000, is added to the employee's base salary. In keeping with the policy and its intended spirit, the College is caring and accommodating as faculty pursue further educational attainment by including three educational development days in the context of their professional development package.

Allen encourages professional conference attendance, on regional and national levels, and has maintained an agreeable every-other-year rotation in travel and attendance for instructors and most staff members. In some instructional, services, and administrative areas where federal compliance, accreditation, and technology topics are the reason for conference attendance, the College has maintained an every-year option as budgets allow.

When innovations are central to a program or process, the College suggests and supports conference presentation development, proposal submission, and upon acceptance – delivery. State, regional, and national conference presentations are an outward realization and acknowledgement of professional progress and relevancy; they enrich the academic discipline or student service by adding to the knowledge base through sharing professionally with others.

The College focuses [convocation themes and sessions](#) for faculty on effective teaching and instructional innovations. Convocation division breakouts and monthly academic division meetings provide opportunities for faculty members to share current developments in their disciplines and to discuss course and program student learning outcomes. Adjunct Faculty Convocations include academic division meetings for the same purposes, when adjunct faculty can share and discuss with these topics with division chairs and full-time instructors. The academic deans maintain, in the context of their supervision and evaluation processes, knowledge of instructional currency and relevancy of the faculty and their academic disciplines.

5. Instructors are accessible for student inquiry.

Allen instructors are accessible for student inquiry. In 2014, College administration and faculty leadership set about revising the Board of Trustees policy guiding faculty time. Included in the work week responsibilities noted for full-time faculty in the revised policy is "Student time / available presence." Available presence is the phrase used to acknowledge that the term "office hours" is

insufficient to denote how contemporary faculty are accessible for student inquiry. Full-time instructors have scheduled available presence for student inquiry outside of regular and overload course assignments spread across each week during the semester, at a rate of one (1) clock hour for every three (3) credits hours of course assignment. This available presence is scheduled time available for communication between instructors and students onsite or through appropriate electronic means.

Adjunct instructors teaching onsite utilize a variety of methods to be accessible for student inquiry. Designated time prior to and after class sessions, through students' Allen email accounts, via cell phone, and through Blackboard communication systems are all methods used for inquiry and response.

Full-time and adjunct instructors teaching through Online Learning adhere to the College's [Minimum Expectations for Online Instructors](#), which states that instructors should respond to student email / communication within 24 hours during the work week. Over time, this has become a standard followed by most instructors and staff members no matter the modality of instruction or the method of communication.

6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Staff members at the College are appropriately qualified, trained, and supported in their professional development. The Writing Center and Math Center professional tutors (coordinators) are appropriately credentialed in their academic areas of writing and mathematics. They are supported in their professional development through conference attendance, workshops, and training. Staff members in Student Affairs and in Academic Support are appropriately qualified for their roles, with College coordinators holding bachelor degrees or higher and most College directors holding master degrees or higher. These staff members are supported in their professional development in the same way that faculty members are supported, through conference attendance, trainings, and twice annual College convocation sessions.

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3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

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

Argument

The institution provides support for student learning and effective teaching

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

Allen's student population consists of a variety of constituencies including full-time and part-time students, traditional and non-traditional students, veterans, residential, commuter and distance education students, as well as concurrent/dual credit high school students. Many students enroll in blended schedules that include onsite and online classes

The College offers a variety of services to support students throughout their Allen experience from admission through graduation and transfer to a university or entering the workforce.

Admissions and Advising

Admissions processes at Allen are disclosed to the public in a variety of ways including [printed materials](#), [the website](#), and the myAllen portal. Admissions produces multiple documents that illustrate the admission and enrollment process step-by-step. Admissions representatives work directly with high school counselors to assist high school students with enrollment through the concurrent enrollment program, onsite and online. The Admissions Office also hosts several on-campus events, such as Senior Day, a College Fair and Early Enrollment Days, to help support prospective students through the process of becoming an Allen student. Academic and career advising are provided by professional academic advisors and faculty advisors. Students who need personal and social adjustment counseling are referred to local mental health centers for services.

Financial Aid

The Financial Aid office at Allen assists students with obtaining both federal and institutional aid including grants, loans, scholarships, and student employment. Allen County Community College participates in the Pell Grant program, FSEOG program, Federal Work-Study program, and the Direct

Loan program. Allen also provides three levels of academic scholarships, activity scholarships, athletic scholarships, grants for residents of Allen County, summer developmental education scholarships, and tuition remission grants for employees and their families. The College has four full-time financial aid staff members who work on the Iola and Burlingame campuses to assist students in the process of funding their educations.

Academic Support

The [Academic Support division](#) at Allen consists of two credentialed librarians, the Writing Center Coordinator, the Math Center Coordinator, and student support/retention staff, which includes a Retention Specialist for onsite students and a Student Support Technician for online learners. Formed in the fall of 2016, under the leadership of the Library Director, the division was a purposeful means in which to coordinate and strengthen student academic support efforts and increase student retention and completion. The division meets monthly to coordinate and discuss how to support students' academic pursuits through tutoring, information literacy instruction, research assistance, and by monitoring students designated by the Early Student Progress System as underperforming in their coursework. During the spring of 2018, the division conducted its first [Program Review](#), where each area discussed the program goals, outcomes, and objectives. Although working collaboratively, each area has its own unique mission statement that focuses on supporting students within the framework of the College's mission, as demonstrated below.

The mission of the **Allen College Library** is to support student success virtually, concurrently, and in person by providing high-quality resources in student-centered learning environments. The Library aims to facilitate the intellectual growth of students, faculty, and staff of the College by offering a well-rounded collection to trigger both academic and personal discovery.

The mission of the **Allen Math Center** is to provide students at all of our campuses the support they need to be successful in all their math classes at Allen and beyond.

The **Allen Writing Center** strives to serve the entire college community – students, faculty and staff – and patrons of Allen by providing assistance with any writing tasks they have.

The mission of **Student Support and Retention** is to make a positive impact on our students' experiences, support their academic success, and assist them in achieving their educational goals.

The primary functions of the online Student Support Technician are to assist students to navigate the online classroom and ensure they understand the processes to be successful; to utilize the Early Progress System to identify and respond to students whose academic performance or other behaviors put them at risk for failure or withdrawal; and to work in conjunction with instructors, tutors and staff members who are knowledgeable and can assist students to be successful.

The primary functions of the Retention Specialist are to utilize early warning systems to identify and respond to students whose academic performance or other behaviors put them at risk for failure or dropping out, to communicate with students about requirements, enrollment and payment processes, and to assist with student-related data management.

- 2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.**

Placement

Allen has conducted extensive, purposeful work on placement for continuous quality improvement. With the impending termination of the ACT Compass assessment tool, beginning in the 2014-2015 academic year, KBOR established a 3-year committee to address student placement for all Kansas public institutions. Allen was fortunate to have an Academic Dean serve on the committee. The ACCUPLACER assessment tool was ultimately recommended by the committee along with systemwide recommendations for placement scores and recommended multiple measures for placement. Allen adopted the recommendations and developed a [multiple measures placement method policy and process](#).

Developmental Education

Allen offers developmental classes in both mathematics and writing/reading for students who need to enhance their skills to be successful in the college level math or English classes. Allen offers two levels of developmental math course: Elementary Algebra and Intermediate Algebra. In English, the College offers an Integrated Reading and Writing course.

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

Allen students are assigned an academic advisor based on their area of interest upon admission. Professional and faculty advisors assist students to determine which courses will be needed to complete their degree, emphasis area, or certificate of choice. Formal advising begins two weeks prior to the start of enrollment for each academic term. During this time, students are encouraged to meet with their advisors to ensure they are meeting the requirements of their degree or certificate and plan future semesters of enrollment.

During the first term of enrollment, advisors work with students to determine placement in English and mathematics courses. Advisors review ACT or SAT scores or assist the students in completing [ACCUPLACER assessment for placement purposes](#). Once scores have been reviewed, the advisor enrolls students in the appropriate English and mathematics courses and works with students to create an overall enrollment plan to assist in the progression of their programs of study.

If a student needs accommodations based on documentation, the student is responsible for setting an appointment with an advisor to review the accommodations. Students are responsible for communicating with their instructors about approved accommodations. The advisor will also communicate what accommodations have been identified for the student. The student is required to meet with his or her advisor each academic term.

4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).

Technological Infrastructure

To support teaching and learning, services and operations, the College developed and implemented a [technology plan](#) in 2013 in collaboration with Peak Uptime, a third party technology consulting firm. The recently completed plan resulted in improved network infrastructure, servers migrated to the cloud, a new email system with the Microsoft Office suite, improved wireless network coverage on both campuses, and a new voice-over IP phone system. All classrooms have technology with either a Smartboard or computer-projector systems.

Science Laboratories

The College has invested in the new construction and remodeling of science labs on the Iola Campus to improve the student learning experience. The Chemistry lab was remodeled in 2010, followed by the remodel of the two Biology labs in 2016. A new Physics lab was added in 2017 along with additional updates to the Chemistry lab. These newly remodeled labs offer state-of-the art equipment and discipline-specific technologies. For example, the Biology Program allocated budgeted funds for new software to instruct students in Human Anatomy & Physiology I and II. The software connects students to the physiology equipment on the campuses, but stores the information in a cloud-based server. By using this software, students are able to access data they collected while in the lab even when they are off campus. Students also have the ability to access pre-lab material while they are off campus so they can prepare for lab activities prior to attending classes.

Library

The [Allen College Library](#) provides support for teaching and learning through its collection, databases, and services. The Allen College Library holds a diverse and robust collection of materials. The [collection development policy](#) focuses on the primary goal of meeting students' academic needs. To accomplish these goals of supporting the College curriculum, acquisitions are made to compliment learning outcomes detailed in the Common Course Outlines. Although materials of an academic nature are the cornerstone of the collection, the Allen Library has a recreational reading collection, which includes young adult fiction, board games, and DVDs. These recreational materials are meant to enhance the personal curiosities of students, as well as provide entertainment for the community. Library materials are selected using a combination of professional reviews, faculty and staff recommendations, recommended subjects lists, and suggestions by students and other library patrons. Once selected, materials are evaluated on several fronts:

- Does the item support curriculum as defined by Common Course Outlines?
- Does the resource meet demand or deficiency in the collection?
- Will the new item help diversify the collection, by adding a unique voice or perspective?
- If the item belongs in the non-fiction section of the library, is it academic, does it have an authoritative author, and is it released by a reputable publisher?

Performance Spaces

The College has multiple performance spaces to accommodate the variety of performances provided to and by students and the community. The Allen theatre provides a venue for plays, speakers, and professional presentations. The Malgrem Music Studio room provides a space for small performances and recitals. The Allen library provides space for a cultural series of speakers and performers. The College also utilizes the Bowlus Fine Arts Center (BFAC), which provides a large main stage for musicals, performances such as Tuba Christmas, and other dramatic performances. The BFAC also maintains the Creitz Recital Hall, which the Allen Music program utilizes for recitals and concerts.

A dedicated space in the new addition to the Student Center will provide an additional area with

flexibility for performances and speakers. An outdoor performance area is also a part of the Student Center renovation.

Clinical Practice Sites

Clinical instruction for Allied Health at Allen takes place in several long-term care facilities in Kansas. Facilities are carefully vetted by Allen staff and adjunct faculty who instruct the courses. Facilities are often selected by instructors who have previously worked in or with the facility, which gives instructors valuable knowledge regarding the day-to-day operation and the quality of opportunities available at the facility. Each course that includes clinicals must be approved by the Kansas Department of Aging and Disability Services (KDADS), which includes approval of the facility in which the clinicals will be held. If the facility has been evaluated by the Kansas Department of Health and Environment and has been found to have deficiencies, Allen is required to submit documentation assuring that quality instruction and clinical experience is still available if the course will be held at that specific facility. The Allen Allied Health Coordinator observes clinical instruction, for courses offered in the facilities, on a rotational basis. This method ensures quality education and instruction is being offered at the different locations.

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

The Allen College Library provides [information literacy instruction](#) on the ethical and proper use of information resources in a variety of formats. The Library adheres to the Association of College and Research Libraries: Framework for Information Literacy and utilizes its core principles in each of the Library's instructional sessions. These sessions include information literacy instruction embedded in COL101 English Composition I and COL102 English Composition II, and discipline-specific research in courses such as [SOC102 Sociology](#). The library staff also offer special sessions focused entirely on Academic Honesty and avoiding plagiarism, as well as general library orientations. Information literacy sessions are conducted by credentialed, master-degreed librarians.

Throughout the curriculum, Allen faculty guide students in the proper use of information resources through their [lessons and assignments](#). Additionally, academic support services such as the Writing Center offer students direction in the ethical use and proper documentation of sources.

Sources

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3.E - Core Component 3.E

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

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Argument

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

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

Co-curricular activities, events, and programs at Allen County Community College deepen the educational and development experiences of students. Sponsors of co-curricular activities, events, and programs are asked to establish learning outcomes for their projects and programs and to align those student learning outcomes to the lower-division undergraduate academic and student development mission of the College.

Co-curricular activities and programs such as [Athletics](#), [Student Senate](#), [Theatre](#), [Quiz Bowl](#), and [Livestock Judging](#) have established learning outcomes that compliment and integrate with academic learning outcomes. The activities and programs are in differing stages of implementation and assessment of learning outcomes; however, processes are established and alignment with the mission of the College is affirmed.

An example of a larger-scale co-curricular event at the College is the collaboratively designed [Ready Player One](#) event launched earlier in the 2018 calendar year.

The Allen College Library hosts monthly board game nights to encourage student socialization with their peers. In the spring of 2018, the Library hosted its first large-scale escape room-type event. The event, a collaboration among academic faculty, Student Life and Information Technology (IT), was based on the popular novel and film *Ready Player One*. During the event, students worked in teams to answer riddles, complete challenges, play games, and act out scenes from movies. The challenges and riddles were infused with information literacy objectives, game theory, and sociological themes found throughout the novel. Immediately following the event, student participants were given free passes to see the Spielberg-directed film on its opening night. The learning outcomes of this co-curricular event included:

1. Student participants will engage with sociological and cultural academic content utilizing information literacy skills during co-curricular learning activities.
2. Student participants will interact with their peers in an organized social setting without the use of social media.
3. Faculty, staff and community members will meaningfully connect with student participants outside of the classroom, while engaging in co-curricular learning activities.

To assess the event, student participants completed a five question assessment before receiving their free movie passes. Students were overwhelmingly pleased with the event, stating that meeting new friends and interacting with faculty and staff members were highlights of the event. To participate in the event, students were required to relinquish their smart phones until they completed the final challenge. Many of the students were so engaged in the activity that they forgot to pick up their phones after completion. Due to this event's success, the Allen College Library is working with academic faculty and Student Life on developing similar activities, with the next larger-scale co-curricular event collaboratively designed around the *Harry Potter* series crossing literature, film, mathematics, physical science, and psychological concepts.

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

Students' educational experiences include community engagement through Work Study assignments, internships, and volunteerism. As part of the federal requirements for the Work Study program, a number of Allen students are assigned Work Study jobs in the community; student educational experiences at three elementary schools within Iola Public Schools, USD 257, include tutoring and reading with the children. Students intern with area agencies such as Thrive Allen County to learn aspects of community development. Allen student athletic groups engage with the community through volunteerism and service. Allen Volleyball maintains a commitment to service at the Allen County Animal Rescue Facility (ACARF), Allen Baseball has helped to install children's playground equipment in Elsmore, Kansas, and Allen Men's Basketball visits elementary school classrooms and reads with the students.

A Guiding Principle of the College mission is to "promote economic development." As discussed in Core Component 1.A.2, Allen's President serves as an Executive Board Member of Iola Industries, Inc. and as Iola Industries, Inc.'s representative to the Allen County Economic Development Committee, both dedicated to the economic development of the area. The College has been represented continuously on the Iola area Chamber of Commerce, dedicated to the health and growth of local retail. In 2017-2018, a [Business and Industry Partnerships Task Force](#) was initiated to fulfill Strategic Planning Goal 3c: Explore Partnerships with Business and Industry. With the conclusion of the task force in August 2018, a [report with recommendations](#) will be presented to President's Council with action items that will be implemented in AY 2018-2019. Additionally, the College is committed in this academic year and coming years to increasing internship opportunities for its students in business and industry.

The College regularly [collects and publishes](#) the Assessed Valuation of the College, College expenditures, and dollars spent in Allen County for goods and services. Recently, Allen's Vice President for Finance and Operations, Comptroller, and Director of Institutional Research began discussing and collecting data elements needed to determine a more complete picture of the economic impact of the College to Allen County.

Sources

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3.S - Criterion 3 - Summary

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

Summary

Allen County Community College provides quality education in a caring atmosphere. In enacting a Guiding Principle of its mission, the College “provides access to education without the limits of time, place, and distance.” Allen’s robust academic structures and processes

- Curriculum
- Student Learning Assessment
- Program Review
- Advisory Committees

and guiding documents

- College Catalog
- Degree Sheets (for the AA, AS, AGS, AAS)
- Degree Tracks (recommended sequences of courses)
- Common Course Outlines
- Syllabus Templates

assure quality, alignment, transferability, and relevance of academic courses and programs. The College’s general education program is built on a framework of alignment with Kansas Board of Regents universities’ general education programs and KBOR policies, as well as relevance to business and industry expectations.

The College values human and cultural diversity and inclusion among its governing board, faculty and staff, students, and their communities.

Allen faculty, staff, and students contribute to scholarship, creative work, and the discovery of knowledge. Faculty and staff members are active in further educational attainment. Students engage in creative work and share their learning with their communities. Both full-time and adjunct faculty are appropriately credentialed in their disciplines. The College utilizes a clear, developed framework for faculty credentialing.

Faculty are appropriately responsible for the development and implementation of the College curriculum and are central to the assessment of student learning. Full-time and adjunct faculty are evaluated and observed through established College policies and processes. All faculty are evaluated and provided feedback both by administrators and by students.

Staff members in student support functions such as Financial Aid, Advising, Academic Support, and Co-curricular Activities are appropriately qualified, trained in their areas, and supported through on-going professional development.

Sources

There are no sources.

4 - Teaching and Learning: Evaluation and Improvement

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

4.A - Core Component 4.A

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

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Argument

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

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

Allen County Community College maintains a regular [calendar](#) of academic program reviews focused on student success, with an annual examination of program-specific data on student enrollment, course retention, and persistence to degree or credential. The [components](#) of Program Review include:

[Introductory information about the academic division and programs within the division](#)

Degrees and certificates (programmatic curriculum)

[Common Course Outlines \(course-specific curriculum\)](#)

[Assignment Grids \(aligning instructors' assignments with learning outcomes\)](#)

[Completed SWOT Interplay Grids](#)

Pertinent data and data tables

Completed answers to [narrative questions](#)

Alignment with the College mission and guiding principles

Student learning assessment data analysis

Program goals and budgetary considerations

[Program / Library Collection documentation and assessments](#)

The faculty-led, on-going process of academic program review is addressed by academic division. Each academic division determines how they wish to organize their program review – examples might include addressing the process as a whole division, addressing the process by academic programs within the division, addressing the process by developmental-level coursework and college-level coursework, etc. Academic deans serve as resource persons throughout the process. Academic areas include:

Business, Technology, and Agriculture

Communication and Fine Arts

English

Mathematics

[Physical and Life Sciences](#)

Social and Behavioral Sciences and Humanities

Allied Health.

The program review cycle includes an annual review of data and a 3 – 5 year formal review.

Allen continues to work to ensure that Program Reviews are meaningful to the department for planning. As departments culminate their formal review in the program review cycle, the department faculty reviews the complete document with the Vice-President for Academic Affairs and President of the College. This formal review with top administrators ensures that the department is on track with their goals and that department-level strategies and budgetary needs are discussed with administrators. This assures consideration as Strategic Planning and Annual Budgets are developed and addressed.

As an [example](#) of the links among program review, strategic planning and budgeting, in their spring 2014 Program Review, the Biology Department referenced poor and nonexistent facilities in both their Program Improvements and SWOT Analysis Weaknesses sections. This need fit directly with Institutional Objective 1a. and Strategy 1a1. of the 2012-2017 Strategic Plan.

The College budgeted for renovations, including remodeling two biology labs during the 2014-2015 academic year. The Board of Trustees were informed early in the discussions and were given

estimated costs. The Board voted to approve the renovation during its December 2014 meeting; renovations began during the summer of 2015 and were completed in November 2015.

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

Recently, the College formed a Credit for Prior Learning Task Force (AY 15-16) that examined and updated [policies and practices](#) for the acceptance and transcription of [military credit, CLEP, AP, and DSST](#). The task force aligned the updated College policies and practices with the [KBOR Credit for Prior Learning Guidelines](#). The Allen task force included the academic deans, instructors, and the College Registrar; the updated policies and practices were approved by the President's Council and the Board of Trustees and documented on the website and in the College Catalog. Allen offers up to 31 credit hours for military training documented on an MOS. Twenty-three programs are eligible for credit. Information about military credit for training is available to students on Allen's website and also the Kansas Board of Regents' website.

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

Allen County Community College accepts in transfer 100- and 200-level college credit from regionally accredited institutions. The College maintains and adheres to [policies and practices](#) to assure the quality and alignment of the credit accepted. If any aspect is unclear, the College Registrar compares the course title, course description, and stated learning outcomes to determine equivalency. Should the College Registrar question any aspect, she consults with the Vice President for Academic Affairs for a final determination.

4. The institution maintains and exercises authority over prerequisites for courses, expectations for student learning, access to learning resources, and faculty qualifications for all programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.

Faculty are responsible for the curriculum at the College. Course and program proposals or revisions are initiated by the faculty or instructional staff member, and discussed with program colleagues or academic division members, the division chair, and the appropriate dean before submission to the Curriculum Committee for consideration

Allen's Curriculum Committee exercises authority over course prerequisites and student learning outcomes. Recommendations on proposals coming out of the Curriculum Committee are then discussed in President's Council and recommended forward to the Board of Trustees for approval. The Curriculum Committee, the faculty and the College, utilize [Common Course Outlines](#) to document the curriculum at Allen Community College. Common Course Outlines contain course information, the course description, documented learning outcomes, major content areas in the course, types of assignments, and evaluation methods. Every course in the College Catalog and taught at Allen is guided by a Common Course Outline. The individual instructor's syllabus is then the enactment of that Common Course Outline. In the same way, the Curriculum Committee, the faculty and advisors, utilize [Program of Study Sheets](#) to document recommended sequences of courses, or programs of study, for students to follow. All academic programs at Allen are guided by approved Program Sheets which contain a sequence of courses meeting the graduation requirements for a specific degree or certification with an emphasis in a specific discipline.

Common Course Outlines are maintained on the College website under the Academics page.

Program Sheets are also maintained on the College website under the Academics page, and the recommended sequence of courses for specific programs are shown in the College Catalog, available in both printed version and via the website.

Access to learning resources and materials, as well as Academic Support functions are addressed through the Academic Affairs Council. Allen maintains a textbook rental program across the College, where faculty members collaboratively select the texts for specific courses. All instructors, regardless of modality or location or context, utilize the agreed upon textbook for each course.

Faculty qualifications are addressed through the academic deans, with approval by the Vice President for Academic Affairs, and maintained in Human Resources. The College utilizes a [Framework for Faculty Qualifications](#) based on the federal Department of Education CIP code classifications.

Outreach to secondary students engaging in college-level course work separates into two distinct efforts through Allen County Community College: the Concurrent Enrollment Program (college courses taught to high school students during the school day in the high school facility by high school instructors meeting college instructor qualifications) and Dual Credit (college courses taught by qualified college instructors to secondary students primarily through online learning). Secondary students engaging in Dual Credit course work are integrated in the courses with traditional college students and non-traditional adult learners.

The [Concurrent Enrollment Program \(CEP\)](#) follows strict [guidelines](#) established by policy through the Kansas Board of Regents. CEP courses are equivalent in learning outcomes and levels of achievement to all courses taught through Allen. CEP courses utilize the same Common Course Outlines – with approved student learning outcomes – and the same textbooks and learning resources. CEP instructors are qualified Allen adjunct instructors and receive the same benefit as all Allen instructors, including instructional observations and professional development opportunities. At each convocation, Student Learning Outcomes are discussed including enacting and assessing the outcomes.

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

The College has no academic programs requiring specialized accreditation at this time.

6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Annually, the College submits a Follow-Up Report to KBOR with information about the credentials earned, transfers out, employment and wage rates for career and technical education (CTE) concentrators. While Allen considers itself, by and large, a transfer institution, it does offer some CTE programs. On the most recent [Follow-Up Report](#), 162 of the 210 students were completers of the Allied Health short term programs (CNA, CMA, HHA) and 100% earned a credential.

For students in transfer programs, Allen monitors transfer rates in several ways. The IPEDS Feedback Report is reviewed and discussed at President's Council annually, including graduation and transfer rates compared to a peer group of 23 Kansas Community and Technical Colleges. For

several years, Allen has monitored and worked to improve the employment and transfer rates of Allen graduates in Kansas through the [KBOR Performance Agreement Report](#). Through the same report, Allen seeks to improve the Success Index Rate of students, which monitors retention, graduation and system-wide transfer of Allen students. While the employment and transfer rates vary year to year, the Success Index Rate has steadily improved. In a new and parallel initiative, Allen has begun benchmarking graduation and transfer rates among through participation in the [National Community College Benchmarking Project](#) (NCCBP). Through this, the College is gathering both national results and a peer group of similar institutions, who are also accredited by HLC.

Sources

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4.B - Core Component 4.B

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

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Argument

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

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

Academic courses at Allen County Community College have clearly stated student learning outcomes documented on [Common Course Outlines](#). Developed by the faculty, reviewed by academic administrators, and inventoried on the College website, Common Course Outlines include essential course information, academic content, and student learning outcomes; instructors' syllabi for academic courses show the instructors' enactments of the stated student learning outcomes. Instructors utilize faculty-developed, standardized syllabus templates when developing their syllabi.

The student learning outcomes of 77 of the general education and foundational program survey courses offered by the institution were developed through the Kansas Core Outcomes Groups process. This process brings together faculty from the 32 public two- and four-year institutions in Kansas for the development of student learning outcomes for potential system-wide transfer courses in the state. Once approved by the Kansas Board of Regents (the institution's coordinating body), and because of this purposeful alignment of student learning outcomes, students may seamlessly transfer the completed course credit from public institution to public institution without further review or hindrance by the receiving institution. Indeed, many of the independent colleges and universities in the state honor the transferability of system-wide transfer courses. Student learning outcomes of system-wide transfer courses are [reviewed by faculty](#) every five years to maintain their relevance and currency.

As part of continuous improvement of course assessment, in the fall of 2017, instructors were asked to use a newly developed template to map their assignments within a course to the student learning outcomes published on the Common Course Outline for that course. This tool was designed specifically for instructors to review and confirm that each assignment aligns with one or more student learning outcomes and that each outcome is sufficiently addressed throughout the assignments. This was an important step in continuous assessment of not only student learning, but also assessment of the class design, particularly because student learning outcomes are reviewed and altered through the Kansas Core Outcomes Groups for seamless transfer. By completing this task,

some courses were adjusted for better instruction of student learning outcomes as seen in the summary of the [English Division fall 2017 Assessment Day meetings](#). All academic divisions document the completed template in the student learning assessment section of their Program Reviews.

The student learning outcomes of some career and technical education courses offered by the institution were developed through the KBOR Career and Technical Education Program Alignment Process. An [example of such student learning outcomes and program alignment](#) are courses in the Associate of Applied Science in Information Networking Technology and the Computer and Network Support Technician Certificate. Other student learning outcomes in career and technical education courses are aligned with national and industry certification standards, such as the Early Childhood Education degree program and the accompanying certificate leading to a possible [Child Development Associate \(CDA\) certification](#).

Allen County Community College faculty and instructional staff members participate in four levels of Student Learning Assessment, including Classroom Assessment and Course Assessment.

Faculty consistently engage in Classroom Assessment in all modalities of instruction to gain insight into student understanding of lesson concepts. During the [spring semester 2018 Assessment Day](#), instructors participated in an interactive [Classroom Assessment Techniques Workshop](#). During the [fall semester 2018 Assessment Day](#), academic division breakout groups shared [Classroom Assessment strategies](#). These strategies were compiled for a reference document for further discussion on relevance and effectiveness.

[Course Assessment](#) is conducted by instructors selecting a competency within a student learning outcome of a course, selecting a method of assessing student learning of the competency, and then reporting on the assessment, results, and improvements. Reports are reviewed and discussed by division faculty during Assessment Day sessions. For some courses where there are multiple sections taught by multiple faculty members, all instructors teaching the course may assess the same competency. In this situation, comparative data may be used for discussion during Assessment Day.

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

The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs in a variety of ways. Assessment of student learning outcomes at the course level is conducted each semester as discussed above. Assessment of learning outcomes at the program level for the four associate degree programs that the College offers (AA, AS, AGS, and AAS) has traditionally been done through retention and graduation rates documented through IPEDS and compared to a peer group consisting of the 25 other Kansas community and technical colleges for benchmarking. More recently, the College has begun participating in the [National Community College Benchmarking Project](#), which also has retention and graduation rate data for benchmarking. Allen uses a peer group of 20 like institutions, purposely based on factors other than location in Kansas. This provides the College two very different, but equally important groups by which to measure achievement of learning outcomes through retention and graduation.

As a measure of assessing at the associate degree program level, the College also monitors the [Student Success Index](#), available through the Kansas Board of Regents Higher Education Reporting System. The Student Success Index is a broader indicator of student success than the traditional retention and graduation rates and accounts for students who graduated from Allen, graduated from another Kansas public college or university, or are still pursuing higher education in Kansas. The Student Success

Index tracks each of these factors for a cohort group for up to eight years.

Specific to the Associate in Arts and Associate in Science degrees, which are transfer degree programs at Allen, the College monitors the success of its transfer students at the Kansas public universities through the Kansas Board of Regents [Transfer Feedback Report](#), which documents such data elements as average term GPA, credit hours attempted, and credit hours passed for both new and continuing students from Allen. While this data is compiled at the Kansas Board of Regents for all of the Kansas public colleges and universities, one institution provides Allen a [more detailed report](#) on the success of its transfer students, which is also used to assess transfer program learning outcomes.

Program level assessment for the Associate in Applied Science degrees is achieved through measures such as third-party credentials attained during program enrollment or following completion of the program of study. Examples of these include [Allied Health certifications](#) such as the Certified Nurse Aide, Home Health Aide, or Certified Medication Aide as well as the Child Development Associate certificate, which is administered by the Council for Professional Recognition for students pursuing Early Childhood Education.

Sponsors of co-curricular activities, events, and programs are asked to establish learning outcomes for their projects and programs and to align those student learning outcomes to the mission of the College. Examples of co-curricular activities and programs that have developed learning outcomes are found in [Athletics](#), [Student Senate](#), [Theatre](#), [Quiz Bowl](#), and [Livestock Judging](#). These learning outcomes both compliment and integrate with academic learning outcomes and are posted on the website. The activities and programs are in the process of beginning to assess the learning outcomes; however, processes are established and alignment with the mission of the College is affirmed.

An example of a larger-scale co-curricular event that was collaboratively designed, implemented and assessed is the College-wide [Ready Player One](#) event launched in the spring of 2018. The event, a collaboration among academic faculty, Student Life and Information Technology (IT), was based on the popular novel and film *Ready Player One*. During the event, students worked in teams to answer riddles, complete challenges, play games, and act out scenes from movies. The challenges and riddles were infused with information literacy objectives, game theory, and sociological themes found throughout the novel. Immediately following the event, student participants were given free passes to see the Spielberg-directed film on its opening night. The learning outcomes of this co-curricular event included:

1. Student participants will engage with sociological and cultural academic content utilizing information literacy skills during co-curricular learning activities.
2. Student participants will interact with their peers in an organized social setting without the use of social media.
3. Faculty, staff and community members will meaningfully connect with student participants outside of the classroom, while engaging in co-curricular learning activities.

Student participants completed a five question assessment immediately following the event and before receiving their free movie passes. Students were overwhelmingly pleased with the event, stating that meeting new friends and interacting with faculty and staff members were highlights of the event.

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

Division faculty meet regularly within their divisions, during Convocations, and at least twice annually for Assessment Day. During Assessment Day specifically, faculty have dedicated time to review results of prior year assessments, discuss opportunities for improvement, and make appropriate

changes. An example of using assessment information to improve students' opportunities to learn can be seen in the minutes from the [English Division from fall 2017 Assessment Day](#). During the two meeting times the division met, they

- Reviewed their assessment plan for the fall 2017 semester
 - Determined which student learning outcome would be assessed based on assessment outcomes from the prior academic year
 - Elected to have all instructors assess the same student learning outcome with the same type of essay for better comparative data
 - Decided on a rubric to use for measurement
- Reviewed the student learning outcomes in Composition I with the assignments for the course and determined that the outcomes are sufficiently addressed with the assignments
- Reviewed the student learning outcomes in Integrated Reading and Writing with the assignments and determined that one outcome was not addressed through the assignments. Changes were then discussed to remedy the deficiency and a proposal developed to present the changes at Curriculum Committee.

Similarly, the Physical & Life Science Division utilized completed assignment grids to make informed decisions about course curriculum. An initial analysis was completed by each instructor for the assignments they used in their sections. The process was reflective and provided each instructor insight into the ratio of assignments to student learning outcomes. Many instructors found that their courses had a balanced ratio of assignments to student learning outcomes.

As a second step, instructors within the same division compared the types and distribution of assignments among their courses and disciplines, leading to thought-provoking discussions on assignment-to-outcome ratios. Several instructors utilized a very limited number of assignments for their courses while others used a larger number of assignments to review student learning outcomes. The division agreed that while the number of assignments used should be up to the discretion of the instructor for each section, large discrepancies among individual course sections should be reviewed and minimized, as appropriate.

An example was identified in [BIO102 Principles of Biology](#), comparing onsite and online sections taught by the same instructor. By using the assignment grid template as a visual tool, the instructor noted a large discrepancy in the number of assignments between the two modalities. Online students were completing fewer assignments that covered more student learning outcomes, while the onsite students were completing more assignments that covered less student learning outcomes. Ultimately, the instructor brought the two modalities of the course into better alignment by reducing the number of assignments in the onsite course and implementing laboratory software in the online course.

Through an evaluation of assignments and student learning outcomes, instructors were able to make data-enhanced decisions about the curriculum and implement change to improve course alignment with student learning outcomes.

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

Allen County Community College faculty and instructional staff members participate in four levels of Student Learning Assessment: Classroom Assessment, Course Assessment, Program Assessment, and

Institution-wide Assessment.

In prior years, the College utilized the [CAAP assessment](#) to move toward institution-wide assessment with comparative data for benchmarking. In the most recent CAAP assessments, Allen students scored a mean of 62.6 in Writing Skills as compared to 61.0 for students nationally. Allen students scored a mean of 60.7 in Critical Thinking/Problem Solving as compared to 60.2 for students nationally. This data was reported out at All-College Convocations and discussed in Academic Affairs Council meetings toward the improvement of student learning.

Institution-wide Assessment occurs during the spring semesters and is currently being expanded to more closely align with the College's [general education degree requirements](#). The College uses the following categories: 1. Effective Communication, 2. Mathematical/Analytical Reasoning, 3. Critical Thinking/Problem Solving, and is developing 4. Social Context in the World, and 5. Appreciation of Arts and Humanities. With this expansion, Academic Affairs and the Assessment Committee are drafting assessment plans during AY 2018-2019 for Institution-wide Assessment in these five areas.

As noted in the institution's HLC Quality Checkup Report from 2010, the College has been through several iterations of student learning assessment programs that "yielded little or flawed data" during the late 1990s through the 2000s. Since then, rather than looking to consultants and imposed programs, the academic administration and full-time faculty have invested in long-term learning and development of student learning assessment practices and processes that are sustainable, internally built, and result in actionable data and meaningful improvements. Allen faculty are highly engaged in building these practices and processes, as evidenced by 100% attendance on Assessment Day and substantive participation in the sessions. The development of student learning assessment practices and processes has been purposeful as the College is committed to sustainable systems and processes for student learning assessment that lead to meaningful improvements.

Sources

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- AA_ASSESS_DAY_CATS_STRATEGIES
- AA_ASSESS_DAY_CATS_WKSHP_01-11-18
- AA_ASSESS_DAY_ENGL_SUMMARY
- AA_ASSIGN_GRID_BIO102
- AA_CAAP_RESULTS
- AA_CCO_TEMPLATE
- AA_CDA_CERTS_ECE
- AA_CO_CURR_OUTCOMES_ATH
- AA_CO_CURR_OUTCOMES_LJ
- AA_CO_CURR_OUTCOMES_QUIZBOWL
- AA_CO_CURR_OUTCOMES_STUSENATE
- AA_CO_CURR_OUTCOMES_THEATRE
- AA_CO_CURR_READY_PLAYER_ONE
- AA_COURSE_ASSESSMENT_CIS
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- AA_TRANSFER_FEEDBACK

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- IN_FOLLOW-UP_DATA_2017
- IN_NCCBP_COMPTRANS_2017
- IN_SSI_VP_MTNG

4.C - Core Component 4.C

The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

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

Argument

The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

- 1. The institution has refined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.**

The institution's goals for student retention, persistence, and completion are to improve each year upon the prior term and academic year. Throughout his tenure at Allen County Community College, the President has encouraged the faculty and staff to "Be a little bit better than the time before." This Guiding Principle of continuous improvement permeates the College, its personnel, educational offerings, and operations.

This is most directly addressed in course retention. While academic divisions are at varying levels of development, each year division faculty review and discuss course level retention and success. Recent formal Program Reviews have thoroughly integrated numeric data on retention, persistence and success as examples for other academic divisions. As an example, the most recent Program Review completed by the Social and Behavioral Sciences Division included term-by-term [enrollment, retention, and success data](#) for each course taught within individual programs of study, and the same data aggregated for each program. This data assists in guiding each program of study and the division as a whole to discuss the following [narrative questions](#) and set goals as appropriate:

- What are typical student enrollment patterns in the courses within the program?
- What are typical student retention patterns in the courses within the program?
- What are the program's student completion rates? What can be learned from this data?
- How might student enrollment, retention, or persistence be improved?

While Allen reviews institution-wide student retention, persistence and completion rates, over the past

several years, the College has made a concerted effort to serve secondary students, through both the Concurrent Enrollment Program and online learning, as well as university students who can enroll in courses at Allen as visiting students to supplement their university educations. The [most recent enrollment data](#) shows that nearly 40% of Allen's headcount and more than 25% of credit hour generation comes from secondary student enrollment alone. These students may never intend to matriculate at Allen following high school graduation, and the visiting university students will not persist and complete at Allen. Because of these populations that Allen serves, arbitrary goals at the institution-level are less meaningful than course-level retention, success, and completion for preparation for upper-level coursework.

To illustrate this, recently, the institution was asked to respond to a Higher Learning Commission request for additional information following Allen County Community College's submission, and HLC staff's review, of the Annual Institutional Data Update 2018. The institution triggered indicator 7 and fell below the threshold for graduation/ persistence rates compared to peer institutions. Per HLC staff's request, the College provided the [attached data table](#). The table represents Allen's Fall-to-Fall retention rate of the IPEDS Fall 2017 Part A – Fall Enrollment categorized by student population type. The data shows that for full-time student populations, freshman have a combined retention and graduation rate of 62% and sophomores have a combined retention and graduation rate of 68%. For part-time student populations, freshman have a combined retention and graduation rate of 33% and sophomores have a combined retention and graduation rate of 55%, which are similar to peer institutions.

Allen purposefully engages with a large population of secondary students who may never intend on matriculating to the institution after high school graduation. Likewise, the College serves visiting university students who never intend on completing a two-year degree with the institution. The College is known throughout the region for high quality transfer education. As a result, the institution serves part-time student populations whose educational intent does not include retention and graduation with Allen County Community College. Allen has begun analyzing the [persistence of the institution's secondary students served](#) as compared with national trends.

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

The institution collects and analyzes, discusses and utilizes information on student retention, persistence, and completion from data reports, including but not limited to:

- [Program Review – Student Success Data](#)
 - Annual, internal data collection and analysis on student retention and success
- [KBOR Performance Agreement](#)
 - Student success in MAT020 Intermediate Algebra and COL101 English Composition I
- [KBOR Student Success Index](#)
 - Comparative data on student retention, persistence, and completion
- [KBOR Transfer Feedback Report](#)
 - Comparative data on student persistence and completion
- [KBOR Follow-Up Report](#)
 - Data on certificate and/or degree completers employment status and professional industry recognized credential attainment
- [Integrated Post-secondary Education Data System \(IPEDS\)](#)
 - Comparative data on student completion
- [National Community College Benchmarking Project \(NCCBP\)](#)
 - Comparative data on student retention, persistence, and completion

Through the Program Review process, student retention, persistence and completions data is collected, reviewed annually, and analyzed. Changes to academic programs are often generated from this data. Following the [data analysis in the Physical and Life Sciences Program Review](#), the Biology program established goals to improve student success, student retention, and accessibility to the program. Additionally, the Biology program has created a student club to increase student involvement and to help foster retention in the program through student-led activities. The program is also utilizing new laboratory technology in online learning courses to help improve student success. These strategies will be evaluated on an annual basis to determine the effectiveness of the strategies.

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

Allen Community College utilizes information on student success (20th day to the end and passed with a C or better), course retention, persistence fall-to-spring and fall-to-fall, and credential or degree attainment to continuously improve in academic programs and support services. As discussed above, this data is used during annual and formal Program Reviews to determine areas of improvement and to set discipline and division goals as appropriate.

Additionally, the College maintains an Early Student Progress (ESP) warning system where instructors notify students should they fall below a grade of C at any time in their coursework. The ESP system was built by the College over 17 years ago and is in its second iteration. Using the ESP system to help students and improve student retention, persistence, and completion is a key responsibility of faculty and is noted on the Instructor position description. Through analysis of course-level student success data, academic deans began to question the consistency of use of the ESP system by the full faculty. Instructors were consulted and collaborated with the academic deans to identify potential areas of weakness. Information Technology assisted by crossing student success data with ESP system data to identify students who received a grade of D or F without the benefit of an ESP warning. The resulting data was utilized by the academic deans to individually meet with instructors who taught students who received a course grade of D or F without the benefit of an early warning and to discuss the potential benefits to students and student retention by using the system.

Academic Affairs set a goal of reducing, semester after semester, the total number of unsuccessful students who did not receive the benefit of an early warning. With the goal of reducing this total number, and of improving student success and retention, it was acknowledged that a few students each semester may be unsuccessful during the final exam period, when an ESP early warning may not be possible for instructors to provide. As an example of using information to make improvements, in the [2017 fall semester](#), 35 online students earned a D grade without the benefit of an ESP early warning; this number is down from a high of 115 online students who earned a D grade without the benefit of an ESP early warning in 2012 spring semester. In the 2017 fall semester, 59 online students earned an F grade without the benefit of an ESP early warning; this number is down from a high of 345 online students who earned an F grade without the benefit of an ESP early warning in 2012 spring semester.

In academic year 2015-2016, the College undertook an on-going Academic Support initiative, bringing together the College Library and information literacy with the Writing Center. These two entities had existed for many years and were well-developed in their processes. To this foundation, acting on 2012-2017 Strategic Plan goals, the College added a Math Center and Retention Specialists. The Academic Support Division now contains:

- Allen College Library

- Staffed by two full-time credentialed librarians
- Writing Center
 - Staffed by a full-time coordinator and student peer tutors
- Math Center
 - Staffed by a full-time coordinator and student peer tutors
- Student Support
 - Staffed by a full-time Student Support Technician for Online Learning
 - Staffed by two full-time Retention Specialists for the onsite campuses.

The [Academic Support division's](#) primary focus is student success, retention, and persistence. Over the past three years of development, the division has formed practices and processes to proactively reach out and respond to students to support them in their academics. One process developed identified closing the communication loop in reaching out to students who had received an ESP early warning when their grades had fallen below a C. The Student Support Technician and Retention Specialists completed the communication loop by reaching out to students to offer suggestions for improving their grades based on information from the instructors' ESP early warnings and by offering the College's tutoring services. Data analysis on the impacts of this work has begun.

In this fourth year of on-going development, the Academic Support Division is in the process of refining goals for student success, retention, and persistence of students utilizing their services by looking at baseline data and defining expectations for improvement.

- 4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)**

The College's processes for collecting and analyzing, discussing and using information on student retention, persistence, and completion reflect good practice. Allen uses data on a regular basis within each academic division and at the course level to determine retention, persistence, and completion, and set goals for improvement. Allen understands the populations of students it serves and is cognizant of using data at the appropriate levels for good decision-making and practice.

Allen's [Quality Initiative](#) for the Higher Learning Commission, Institutional Data Improvement and Utilization, is an ongoing culture change initiative that has led to better collection, analysis, and utilization of data in decision-making processes. Improving the collection and analysis of data on student success, retention, and persistence was a part of that initiative.

Allen has joined the National Community College Benchmarking Project (NCCBP), which utilizes comparative data on student retention, persistence, and completion. This addition will give faculty comparative data for future Program Reviews.

Among Allen's processes is tracking student success within Gateway courses through the [Performance Agreement](#) with the Kansas Board of Regents. Allen has increased the success rate of students who successfully complete Intermediate Algebra with a C or better. With a baseline data of 51.9% success rate over the three-year period (2013-2015) and a 66.2% success rate in academic year 2017, Allen increased the success rate of these students by 14.3%.

Another indicator of good practice stems from the tracking of the Student Success Index from the

same KBOR Performance Agreement and the increase in the Student Success Index for student completion and retention. With a baseline of 53.0% over the three-year period (2010-2012), and a 60.25% Student Success Index in academic year 2017, Allen increased the Student Success Index of its students by 7.25%.

Sources

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4.S - Criterion 4 - Summary

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

Summary

To sustain the College's mission of quality education in a caring atmosphere, Allen is committed to continuous improvement of its educational programs, learning environments, and support services. Allen County Community College will continue its practices of

- Regular, high-quality academic Program Reviews focused on student success, combined with annual examinations of program-specific data on student enrollment, course retention, and persistence to degree or credential
- Assurance of the quality of learning experiences and instructional practice through instructional evaluations, student learning assessments, and strong oversight by Academic Affairs Council, the Curriculum Committee, Administrators, and the Board of Trustees
- Continued implementation of policies and processes to ensure academic quality and alignment of transfer credit among Kansas institutions of higher education for Allen students
- Regular review and continued development of student learning assessment practices and actionable results for classroom, course-level, program-specific, and institution-wide instructional improvement.

Over the next few years, Allen County Community College intends to develop and improve through

- Expansion and alignment of institution-wide assessment with the College's general education degree requirements by adding two new categories: Social Context in the World and Appreciation of Arts and Humanities
- Strengthening assessment of learning in co-curricular programs by further expanding co-curricular student learning outcomes, determining assessment tools and techniques, gathering and analyzing data
- Infusing additional comparison and benchmarking data into Program Reviews on student retention, persistence, completion, and transfer rates through continued involvement in the National Community College Benchmarking Project
- Continuing the process of building and strengthening academic Program Reviews by annually adding an additional element for assessment or analysis.

Sources

There are no sources.

5 - Resources, Planning, and Institutional Effectiveness

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

5.A - Core Component 5.A

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

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Argument

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

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

Fiscal Resources

Allen County Community College relies on four main sources of revenue for its operations: aid from the State of Kansas, local (home county) tax allocations, student tuition and fees, and federal Pell Grant dollars. Since FY 2008, the percent of the College's revenue derived from these four sources has increased from [84.78%](#) to [87.24%](#) with the details as follows:

	FY2008	FY2017
State Appropriations	37.08%	33.63%
Local Tax Allocations	11.67%	20.41%
Tuition and Fees	18.79%	18.47%

Federal Grants	17.24%	14.73%
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While there is little overall difference in the past 10 years, the largest change was realized in local tax allocation. In FY 2017, the Board of Trustees approved a mill levy increase, which contributed to this deviation. A secondary factor was due to two reductions in state appropriations.

The Chief Financial Officer reviews with the elected Board of Trustees and the President’s Council (president, vice presidents, and senior staff) the [Treasurer’s Report](#), a [Schedule of Investments](#), and the [Revenue / Expenditure Summary Report](#) on a monthly basis. Additionally, the College engages an external firm to conduct an [Independent Auditors’ Report](#) on the institution’s finances on an annual basis. This complete report is provided to and reviewed by the elected Board of Trustees and the same College leadership at a regular public Board of Trustees meeting with a representative from the auditing firm providing explanations and answering questions.

Academic Instruction and Academic Support are priorities at Allen County Community College. For FY 2017, [39.5%](#) of the College’s personnel, operating, and capital improvements budgets were devoted to academic instruction and academic support.

Human Resources

Allen [employs](#) 246 people, including 153 full-time and adjunct instructors and 93 support and administrative staff members. Instructors hold the appropriate credentials aligning with the academic discipline and/or career and technical education program in which they teach. To guide this alignment, the College utilizes a [Framework for Faculty Qualifications](#) based on the federal Department of Education CIP code classifications. Support and administrative staff members hold the appropriate qualifications for the level of responsibility and leadership with which they are charged. These systematic and increasing levels of qualifications and credentials are established and/or reaffirmed through the employment processes at the institution for each type of employee: [instructional staff](#), [administrative staff](#), [management/supervisory staff](#), [support staff](#), and [part-time, adjunct and contracted personnel](#).

The College has detailed and [negotiated](#) processes for the [evaluation of full-time instructors](#), comprising Administrative Evaluations of Instruction for [Onsite](#) and [Online](#) Courses, an Instructional Self-Evaluation for [Onsite](#) and [Online](#) Courses, and Student Evaluations of Instruction for [Onsite](#) and [Online](#) Courses. The College follows both state statute, negotiated agreements, and College policy in the implementation and cycles of [instructional evaluation](#). Adjunct instructors are evaluated through parallel processes of evaluation, self-evaluation, and feedback through the Adjunct Faculty Coordinator and the Online Learning Coordinators. All adjunct Instructors benefit from the same instrument and processes through Student Evaluations of Instruction.

The College processes for the [evaluation of support and administrative staff members](#) utilize detailed [Position Descriptions](#), with numerical rating systems and comments on performance, to evaluate key areas of responsibility. The institution uses the same cycles of evaluation for non-instructional positions as for instructional positions. Support and administrative staff members are evaluated by their direct supervisors, with the president evaluated by the elected Board of Trustees. All records and documents relating to the evaluation of employees are kept in the Human Resources Office.

Physical Infrastructure

Allen County Community College's physical facilities consist of a traditional college campus with student residence halls in Iola, Kansas, and a commuter / outreach campus in Burlingame, Kansas. The Iola Campus facility is located in the home county, taxation district of the College. The Burlingame Campus facility is leased through a partnership with a unified school district toward the northern edge of the College's designated, six-county service area. Allen's distance education offerings including online and hybrid learning, are facilitated through employees on both campuses of the College.

Allen engaged with engineering and architectural firms to produce a [Facilities and Land Use Master Plan](#) in FY 2012-2013, published in August 2013, fulfilling a goal of the [2012-2017 Strategic Plan](#). The Master Plan focuses largely on the Iola Campus, with expansion options presented for the Burlingame Campus. This facilities planning helped the college community assess needs and set priorities. While all areas of the College, curricular and co-curricular, are important, the College has a long history and a continuing aspiration to be strong for its students in Mathematics and the Physical and Life Sciences. The renovation of four science labs was prioritized and completed for the Iola Campus; these labs include Chemistry, Physical Sciences, Anatomy and Physiology, and Biological Sciences. Currently, the College is undertaking a renovation and expansion of the [Student Center](#) on the Iola Campus to create student-centered gathering spaces, provide programming space for student development, and expand and modernize the dining facilities. Through sound fiscal management and a legacy of savings, the College will complete this project [without incurring debt](#).

A [Summary of Major Capital Projects, Facility Improvements and Repairs](#) on the Iola Campus has been kept by the College for the last 27 years. This history documents the maintenance and improvements completed and monetary investment in those projects. While the facility at the Burlingame Campus is [leased](#) from the local USD, the responsibility for the maintenance and improvement of the facility falls to the College. [Recent investments](#) at the Burlingame Campus have included the infrastructure necessary to maintain the facility (plumbing, HVAC, energy-efficient windows, etc.) and also improvements to the learning and working environment (updated interior finishes, new instructional and office furnishings, etc.).

Technological Infrastructure

To fulfill another goal of the [2012-2017 Strategic Plan](#), the College contracted with a technology planning and management firm to create a [Master Technology Plan](#) for the institution. Results of these technology infrastructure assessments, and the action of the College upon the recommendations in the plan, include campus electrical system upgrades (Iola and Burlingame), upgraded network cabling and infrastructure (Iola and Burlingame), cloud hosting of the Student Information System (Jenzabar CX), cloud hosting of the College networks and servers, the creation of a college-wide network, upgraded Wi-Fi capabilities on both campuses, new Voice-over IP phone systems, and upgraded cyber security monitoring through Peak Uptime, a third-party company. A next generation technology plan is currently in development. Upon its completion, it will be submitted for Board of Trustees review and approval.

Allen has long partnered with Blackboard Learn for its Learning Management System. The Blackboard LMS maintains cloud-managed and hosted infrastructure with expanding storage and bandwidth capabilities, and additional contracted services. The Blackboard LMS enables the creation of course shells to support all Allen courses, online and onsite.

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

revenue to a superordinate entity.

Allen's [budget development process](#) is transparent and participatory through all areas of the College. Budget resource allocations align with the College's mission, current [Strategic Plan](#), and long-term priorities such as strength for students in Mathematics and the Sciences.

The College does not disburse revenue to a superordinate entity.

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

Through the College's strategic planning process, the institution's organization and resources are extensively examined by the [strategic planning team](#), which includes internal and external constituents. The examination and discussion of the institution's organization is led by the College President; the examination of the institution's resources is led by the chief financial officer.

Through the strategic planning process, the institution's opportunities are examined through an elaborate [SWOT analysis](#) – Strengths, Weakness, Opportunities, and Threats. Opportunities examined are primary to the development of goals as elaborations of the [Mission and Guiding Principles](#).

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

[Instructional and staff qualifications](#) are established prior to conducting searches to fill all positions at the College. Allen utilizes a [Framework for Faculty Qualifications](#) based on the federal Department of Education CIP codes to classify instructional credentials. Administrative and support staff positions hold the appropriate qualifications based on the positions' levels of responsibility.

Instructional, administrative, and support staff members engage in training and professional development through a series of [convocations](#) each academic year, as well as through additional scheduled training opportunities. Educational theory and practice and timely technology trainings constitute the majority of professional development sessions, with policy updates and briefings offered as warranted and appropriate.

Alongside these college-wide expectations of development and improvement, the institution's staff charged with specific responsibilities attend trainings specific to their roles. Examples of such trainings may include:

- The Federal Financial Aid area, with the director, assistant director, and specialists attending Federal Student Aid trainings, the FSA Summer Institute, and Kansas Association for Student Financial Aid Administrators (KASF AA) trainings
- The Information Technology area, with the IT director, the research and reporting director, and the comptroller attending the Jenzabar Annual Meeting (JAM) to stay current on Student Information System (SIS) technologies
- The Online Learning area, with the dean, coordinators, and selected distance education instructors attending Blackboard World for sessions and trainings in pedagogy and technology
- The Social and Behavioral Sciences area, with instructors attending the American Sociological Association and the American Psychological Association conferences to remain current in the academic disciplines.

Adjunct instructors with Allen benefit from the [Adjunct Faculty Professional Development Incentive Program](#) through which they may earn a stipend for attending the twice annual [Adjunct Faculty](#)

[Convocations](#), academic division meetings, and approved workshops and trainings. All adjunct instructors, inclusive of campus, online and concurrent, are eligible for the incentive program.

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

Allen adheres to an established budget development process, with attention to continuous quality improvement within the process. Each year in February, [budget development packets](#) – primarily focusing on the College operating budget – are distributed to program and work area leads. The worksheets contained in the budget development packets display the history of expenditures for the last three fiscal years along with the current FY budget allocation for each fund and cost center. Program and work area lead employees are trained to draft budget requests in alignment with the College mission, current Strategic Plan, and most recent Program Review goals and priorities. The Vice President for Finance and Operations holds training sessions at the beginning of each annual budget development process. Supervisors, primarily deans and directors, meet with program and work area leads to review budget requests and collaboratively make any adjustments to requests. These requests are then passed to vice presidents and the President for review and discussion. Budget development meetings are held in mid-spring to further prioritize and balance operating budget requests with revenue projections, in light of anticipated personnel costs and capital improvement projections.

College expenses are monitored in real time through a [budget tab](#) on the myAllen portal on which personnel responsible for funds and cost centers can track expenditures against budget allocations. Primary and secondary approvals are needed on all College purchase requisitions before they are processed by the Business Office.

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5.B - Core Component 5.B

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

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Argument

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

- 1. The institution has and employs policies and procedures to engage its internal constituencies –Including its governing board, administration, faculty, staff, and students –in the institution's governance.**

“The purpose of Allen Community College is to provide quality educational and support services in an atmosphere that is caring, safe, and conducive to learning.” To fulfill this [mission](#), the College maintains an active culture that respects established roles and responsibilities while embracing openness and collaboration.

The College's [organizational structure](#), with defined position descriptions, promotes effective leadership and communication. [Position descriptions](#) guide the fulfillment of tasks and responsibilities. The Board of Trustees Policies and Procedures Manual outlines and describes [governance of the institution](#). The organizational structure includes the President's Staff, Academic Affairs, Student Affairs, Administrative, and Athletics divisions.

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

The locally elected six-member Board of Trustees holds monthly regular meetings at which they provide oversight for the College's policies and practices, as well as meet their legal and fiduciary responsibilities. The Board consists of long-standing board members with decades of service and deep knowledge of the College and newer board members severing their first term and bringing fresh perspectives. [Regular Board of Trustees meetings](#) provide opportunities for external community input and internal reports on the College and its operations. These monthly written and oral [reports](#) are provided by the Student Government Association; Academic Affairs, including individual reports from the academic deans of each campus and distance education; Student Affairs; Finance and Operations; Athletics; the President and Board representative to the Kansas Association of Community College Trustees.

Each month a detailed accounting of all checks issued and an updated budget is presented and approved at the Board of Trustees meeting.

In Kansas, governing boards maintain responsibilities for their curricular course and program approvals and revisions, and each regular meeting agenda (in months in which the Curriculum Committee has met) of the Allen Board of Trustees contains a [Curriculum Matters](#) item, so that the Board members may hear, review, and exercise authority over the College's academic policies and curricular offerings.

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

The College utilizes a structure of [Councils, Committees, Task Forces, and Work Groups](#) to engage administrators, instructors, and staff members in purposeful contribution and collaboration in enacting the College's mission and strategic plan, setting academic requirements, developing and revising policy, and enabling continuous improvement. This structure, updated annually, provides each group with a defined, cross-representational membership and specific charge. All meetings are open meetings at Allen, and meeting agendas are posted on the MyAllen portal in advance, enabling both group members and guests to attend with an awareness of the agenda items. Within a week of the meeting, minutes are posted on the MyAllen portal as well. Allen's institutional culture values the ideas and contributions of constituents across the College.

Convocations and professional development opportunities are focused time for College employees to come together to learn, develop, and share information across academic disciplines, divisions and work areas, and campuses or modalities. [All-College Convocations](#) include a general session for broad-based information sharing and updates as well as breakout sessions designed for specific training applicable to particular college sectors. [Adjunct Faculty Convocations](#), scheduled prior to the beginning of the fall and spring semesters, provide structured time for full-time faculty division chairs and program leads to discuss with adjunct instructors specific academic requirements and policies, course and program learning outcomes, and student learning assessment practices and processes. These Adjunct Faculty Convocations also provide opportunities for adjunct instructors to discuss academics, services, and institutional initiatives with the College President, vice presidents and academic deans in collaborative contexts and shared meals.

The [Master Agreement](#) between the Board of Trustees of Allen County Community College and the Allen County Community College – National Education Association faculty is a collaborative document written and revised over two decades. A negotiation team of two representatives from the administration (President and Vice President for Finance and Operations) and three representatives of the faculty association (full-time, tenured instructors) come together in a number of sessions to share ideas and address negotiable items of policy and practice. The revised Master Agreement is voted upon by members of the faculty association and then by members of the full-time faculty as a whole, as well as voted upon by the Board of Trustees. Negotiation sessions have been high-functioning since the last HLC Quality Assurance visit, with several multi-year Master Agreements, such as the current 2018-2019 and 2019-2020 agreement, spanning two-year time frames.

Student involvement and input is both sought and appreciated in planning and improvement at Allen. Six students were included in the development of the 2017-2022 Strategic Plan. By design, this student representation mirrored that of community members. Additionally, through the well-established [Student Government Association](#) (SGA), student input was gathered as the College

designed the new Student Center, which is currently under construction. The SGA communicates regularly with the College administration and the Board of Trustees at the monthly trustee meetings.

The open door and welcoming of involvement from all across the College and the constituents and communities served is apparent in the work that Allen does. It is through well-defined structures, coupled with a sincere desire to work collaboratively for the best results, that Allen has developed a culture that embodies quality education in a caring environment.

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5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Argument

The institution engages in systematic and integrated planning.

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

The Mission, Guiding Principles, Strategic Plan, and Program Goals drive the allocation of resources at Allen County Community College. In determining personnel, operational, and capital budgets, the College mission of quality education in a caring atmosphere is always at the forefront.

[Personnel considerations](#) for the coming fiscal and academic years are collected and brought forward to President's Council in the late fall of the current year. Often personnel allocations are considered for one, two, or three years before action, taking into account strategic planning, academic discipline and support area goals and priorities, the development of position descriptions, and the availability of resources.

Allocation of [operational budgets](#) for the coming fiscal and academic years is determined in late winter / early spring of the current year. Academic program operational budget requests are prioritized and acted upon first in accordance with the College's mission as an educational institution and strategic planning priorities. Co-curricular and support services areas are prioritized and acted upon following academics.

Allocation of capital resources follows the same annual planning schedule as operational budgets. Additionally, capital resources are considered in long-range planning. The working document, [Existing Facility Improvement Phase](#), is one example of integrated planning, pulling together current discussions on strategic planning, Program Review goals, support services priorities, and projected resource needs.

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

Allen County Community College [purposefully links its processes](#) for student learning assessment, evaluation of operations, planning, and budgeting.

- The College Mission, Guiding Principles, and Strategic Plan influence and inform academic discipline and support area goals.
- Student Learning Assessment is a component of Program Review.
- Program Review establishes academic discipline goals.
- Institutional Effectiveness (evaluation of operations) establishes support area goals.
- The Strategic Plan, academic discipline goals and support area goals inform personnel considerations, operational budgets, and capital allocations.

The College maintains approximately 110 full-time employees. Each employee attends his or her academic discipline or support area meetings and serves on at least two of the [Councils, Committees, Task Forces, and Work Groups](#). Individual employees are responsible for communicating back to academic discipline or support area colleagues on the charge, objectives, and actions of their council, committee, task force, or work group. This integrated and purposeful structure of linking programs, processes, and operations with responsibilities, service, and continuous improvement empowers employees to understand College systems and how each work area is linked to the others.

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

As discussed in Criterion 1.A.1, the College’s [strategic planning process](#), established more than 21 years ago, encompasses the institution as whole and considers the perspectives of internal and external constituencies. The most recent strategic planning process occurred during spring 2017 as the Strategic Planning Team met and developed the 2017-2022 Strategic Plan. This group of 48 participants was an inclusive gathering of Allen employees from both the Iola and Burlingame campuses, Board of Trustee members, community representative and students. The finalized 2017-2022 Strategic Plan was approved by the Board of Trustees.

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

The institution has a history of planning with a solid understanding of its current capacity, anticipating fluctuations in revenue due to enrollment, the local and regional economies, and state support.

The College’s planning and budgeting priorities are in alignment with its mission and based on a long history of understanding funding sources. As discussed in 5.A., Allen County Community College relies on four main sources of revenue for its operations: aid from the State of Kansas, local (home county) tax allocations, student tuition and fees, and federal Pell Grant dollars.

	FY2008	FY2017
State Appropriations	37.08%	33.63%
Local Tax Allocations	11.67%	20.41%
Tuition and Fees	18.79%	18.47%
Federal Grants	17.24%	14.73%

The College practice is to project enrollments as the same as the previous year. The campus budget is adjusted to account for actual staffing and student enrollments. As enrollment patterns shift and instructional modalities grow and change, the College's allocation of resources adjust accordingly, but its commitment to providing quality education in a caring atmosphere remains steadfast. As the above data show, the four main sources of revenue have funded approximately 85% of the College budget for the past 10 years. The College also purposefully maintains a healthy reserve in its carryover balances to provide resources for unanticipated changes in revenues.

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

Institutional planning at Allen has long anticipated emerging factors in higher education and its communities. The strategic planning process contains SWOT analyses, conducted in break-out groups of 8-10 people, and culminate in substantive discussions of opportunities and threats with the entire strategic planning group. Likewise, the program review process contains extended SWOT analyses that academic divisions select to conduct as a division or as smaller academic discipline areas. Here again, emerging factors form the discussions and inform priorities and goals.

As has been previously discussed in Criterion 5.A.1, the College's [Technology Master Plan](#) has been completed and a new technology plan for the institution is in development during AY 2018-2019. The College is looking to the future with a focus on functionality. The Iola and Burlingame Campuses are completely Wi-Fi enabled, with expanded bandwidth to facilitate technology-rich instruction and multiple personal-use devices per student, faculty, and staff member. The College's learning management system, Blackboard, is updated on regular cycles as recommended by the provider. All courses offered by Allen are fully technology-supported by Blackboard course shells. The institution's student information system, Jenzabar CX, is progressing to upgrades (Jenzabar CX10), and the College has purposefully planned to implement the upgrades as they are released by the company. As a matter of course, Allen County Community College plans for and acts on emerging factors in technology.

The ways in which the College's communities and its constituents expect to access higher education continue to evolve. Enrollment and attendance at outreach centers and campuses has declined, as is shown in the institution's [Multi-Campus Report](#). Demand for access to quality distance education anywhere at any time has continued to increase, as shown by the institution's [enrollment reports](#). And recently, interest in the traditional [collegiate residential experience](#) has shown signs of gaining popularity. In all three of these instances, the College has been responsive, shown agility, and adjusted staffing, budgets, and investments accordingly while staying true to the College's mission.

Another factor in the evolving ways constituents expect access to higher education is the increasing demand for access to college-level coursework by secondary students. Allen County Community College anticipated this change and began building systems to offer higher education courses to secondary students in rural high school settings in Southeast Kansas. With the enactment of the Governor's Initiative for Career and Technical Education, Kansas Senate Bill 155 now labeled Excel in CTE, in which the state reimbursed colleges for tuition for secondary students' enrollment in career and technical education courses, Allen was ready to respond. The institution had anticipated and planned for this emerging factor by developing and delivering CTE courses through online learning. This direction eliminated the time and expense of bussing many students from high school facilities to the College by delivering quality CTE coursework to their high school classrooms.

The convergence of the emerging factors of constituents' interest in dual credit opportunities for

secondary students, the downturn in state revenues and funding of Unified School Districts from 2008 to 2018, and the institution's HLC accreditation for distance education led the College to both anticipate and plan for greater outreach to Unified School Districts to serve qualifying secondary student learners with dual credit general education course options.

Allen County Community College developed a model implemented by Emporia High School, Osage City High School, and other high schools across the state where secondary student juniors and seniors are scheduled in computer classrooms during the high school day to engage with Allen Online Learning coursework, college students, and instructors through Blackboard. Secondary students in this dual credit model are integrated into higher education courses with traditional college students and visiting university students, thus assuring the quality education and integrity of instruction that constituents deserve and for which the College is known.

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5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Argument

The institution works systematically to improve its performance.

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

The institution examines evidence of the efficiency and effectiveness of its operations through regular and cyclical review of *internal* data reports, including but not limited to:

- [Environmental Scan of Market Share and Demographic Trends](#)
- [Enrollment Reports](#)
- [Faculty Retention of Students](#)
- [Online Learning/Blackboard: Instructor Log-ins, Clicks, and Gaps](#)
- [Academic Program Reviews](#)
- [Assessment of Student Learning](#)
- [Institutional Effectiveness Reviews](#)

And the regular and cyclical review of *external* data reports, including but not limited to:

- [Independent Auditors' Report and Financial Statements](#)
- [National Community College Benchmarking Project \(NCCBP\)](#)
- [Kansas Board of Regents \(KBOR\) Performance Agreement](#)
- [KBOR Student Success Index](#)
- [KBOR Transfer Feedback Report](#)
- [Emporia State University Transfer Student Report](#)
- [KACCBO FTE Enrollment Changes](#)
- [IPEDS Data Feedback Report](#)

All continuous improvement initiatives, and the subsequent monitoring of progress, are the result of review and discussion of internal data reports, external data reports, documented anecdotal evidence, and an awareness of institutional context (such as state budgetary factors). The College focuses on identifying trends in data, so that resources may be used most wisely in creating meaningful change in operations. Likewise, continuous improvement initiatives tend to be longer-term, so that the College may put in place sustainable practices and improvements.

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

The above examples of established data reports are reviewed (both as pertinent and in larger contexts) by individuals and in work groups (such as Admissions and Marketing, Financial Aid, the Business

Office, etc.), in divisions (such as Academic Affairs, Student Affairs, and Finance and Operations), and institutionally (such as in President's Council, with the Board of Trustees, at All-College Convocation, and Strategic Planning). It is through these reviews and discussions – regular and cyclical – that trends are identified and important, long-term initiatives are developed. These continuous improvement initiatives always enact, dovetail, or compliment the formal 5-year Strategic Plan. Examples of recent initiatives, developed out of analysis of the efficiency and effectiveness of the College's operations, include:

- **College Marketing** – with changes in state funding and the passage of the Governor's Initiative for Career and Technical Education (Excel in CTE), in conjunction with analysis of [environmental scans and market share](#), target-marketing and relationship-building with secondary schools resulted in a [100% increase in high schools served](#) since 2013-2014 and 38% of Allen's student body generating 27% of the credit hours by secondary students ([census day data, spring 2018](#)).
- **Academic Support and Student Retention** – with online student success with a C or better rising with the addition of a focused Retention Specialist, and student success in [English Composition I \(COL101\)](#) rising with the addition of a Writing Center Coordinator, the College took on a larger multi-year Academic Support and Student Retention initiative to implement onsite Retention Specialists on both campuses of the College as well as the creation of a Math Center with its own coordinator. [Student success in Intermediate Algebra](#) has risen 14.3% and the College's overall [Student Success Index](#) has risen by 7.25% over a 3-year baseline average.
- **Financial Aid Packaging and Awarding** – with analysis of data dashboard charts built from the College's student information system, annual backlogs of financial aid awarding were identified. An initiative to improve processes was pursued, resulting in new [scholarship priority deadlines](#) and more timely financial aid packaging and awarding – benefiting students, their families, and their college attendance / commitment decisions.
- **Removal of Students for Non-Payment** – with the analysis of college financial reports and the failure of a number of students to complete their financial aid or business office payment processes in a timely manner, along with review of complaints from former students who had been turned over to collections for unpaid debt to the College, thus negatively affecting their credit ratings, [removal of students for non-payment](#) was implemented, which has reduced the [College's uncollected debt](#) by 72% in the four years since it was implemented.
- **Institutional Data Improvement and Utilization** – with inconsistencies in institutional data reported to the state coordinating body and college-wide interest in utilizing data in more robust ways in decision-making, the College undertook this [initiative](#), resulting in an [institutional research position](#), improved data reporting, and a culture change across the institution.

Allen acknowledges that systems and processes in higher education are complex. The College strives to educate its faculty, staff members, student leaders, governing board, and stakeholders in the operations of academics, services, finance and operations. This transparency in systems and processes is a part of the institutional culture; initiative groups and task forces are most often formed with members from across the College.

Allen does not utilize over-simplified indicators to mark efficiency and effectiveness in the performance of its operations, such as red light–yellow light–green light or up arrows–down arrows. The College's stakeholders learn together to both construct and read data reports so that the ensuing review and discussion is appropriately contextual, complex, meaningful, and actionable.

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5.S - Criterion 5 - Summary

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

Summary

Allen County Community College has the fiscal and human resources, physical and technological infrastructures, organizational structure, and institutional policies and processes to enact its mission. The institution is committed to continuous improvement in teaching and learning, support services and student development, and administrative processes.

Through effective and efficient operations, the College ensures the fulfillment of its mission through strategic planning, participatory budget development and responsible revenue expenditures, qualified and trained personnel, and opportunities for professional development.

Through a sound structure of Councils, Committees, Task Forces, and Work Groups, the College enables and encourages participation from across the institution in operations, development of policies and processes, oversight of the curriculum and academic requirements, and initiatives for continuous improvement.

Through purposeful organizational processes, the College links strategic planning, budgeting, Program Review, student learning assessment, and Institutional Effectiveness.

Effective and efficient operations, sound structures, and purposeful organizational processes together foster strong communication throughout Allen County Community College.

The College maintains a history of anticipating emerging factors that affect higher education and impact the institution. Allen is committed to continuous improvement to serve its students and its communities in the best ways possible.

Sources

There are no sources.