



230 South LaSalle Street, Suite 7-500  
Chicago, IL 60604  
312.263.0456 | 800.621.7440  
Fax: 312.263.7462 | hlcommission.org

April 10, 2023

Dr. Bruce Moses  
President/CEO  
Allen County Community College  
1801 N. Cottonwood  
Iola, KS 66749

Dear President/CEO Moses:

This letter serves to inform you that Allen County Community College (the institution) has successfully completed its Open Pathway Assurance Review with no recommended monitoring.

The institution will not receive an official action letter from the Higher Learning Commission (HLC) Institutional Actions Council. This letter serves as your confirmation that this review is complete.

In two weeks, this action will be added to the *Institutional Status and Requirements (ISR) Report*, a resource for the institution to review and manage information regarding its accreditation relationship. Chief Executive Officers and Accreditation Liaison Officers may download the ISR Report in Canopy at <https://canopy.hlcommission.org>.

The next steps in the institution's ongoing accreditation relationship are to begin work on a Quality Initiative project and to prepare for the institution's comprehensive evaluation in Year 10, which will include an action regarding the institution's Reaffirmation of Accreditation.

If you have any questions, please contact John Marr, your HLC staff liaison.

Sincerely,  
Higher Learning Commission

cc: Stephen Ebel, Accreditation Liaison Officer  
Daniel Craig Wright, Team Chair  
Peer Review Team Members  
John Marr, HLC Staff Liaison

# Allen County Community College - KS

HLC ID 1265

---

OPEN PATHWAY: Mid-Cycle Review

Review Date: 2/6/2023

---

**Dr. Bruce Moses**  
*President*

**John Marr**  
*HLC Liaison*

**Daniel Wright**  
*Review Team Chair*

**Abby Freeman**  
*Team Member*

**Michael Kirch**  
*Team Member*

**Joianne Smith**  
*Team Member*

**Karla Volpi**  
*Team Member*

## Context and Nature of Review

---

### Review Date

---

2/6/2023

### Review Type:

Mid-Cycle Review

### Scope of Review

- Mid-Cycle Review

*There are no forms assigned.*

## Institutional Context

---

Established in 1923 as Iola Junior College in Iola, Kansas, Allen County Community College (ACCC) provides higher education courses and programs through two campuses and online learning to currently 3,900 students (unduplicated headcount) with roughly 1600 taking online classes. ACCC is a public two-year college under the control of an elected, six-member Board of Trustees (from the Allen County taxation district) and coordinated by the Kansas Board of Regents. In 2022, the president who had presided over ACCC retired and a new president has been installed in office.

This is a Year 4 Comprehensive Open Pathway review, no Federal Compliance Review is or student survey is required and the view is performed virtually. The last comprehensive review was an Open Pathway review with a visit that began on 10/15/2018. An interim report was required by 9/30/2020 concerning assessment of student learning outcomes at the program level and assessment of co-curricular learning outcomes. This interim report was required because core components 3B and 4B were met with concerns as the college had not completed assessment of student learning processes in each academic program nor in the co-curricular programs. The submitted report was accepted by the HLC.

This year is ACCC's centennial anniversary. The original name of the college was the Iola Junior College, originally designed as an expansion added onto the third floor of Iola High School. The addition was a success, and that first year, there was an enrollment of 93 students and remained a part of the high school for 42 years. In June 1965, a countywide community college was approved. Future growth of ACC is expected to come from the continued expansion of online enrollment, dual enrollment and adult learners in Allen and Shawnee counties and career and technical program pathways focused on closing the skills gap for business and industry partners. There is a second campus in Burlingame.

ACCC launched the public phase of "Planning for a Brighter Future," a comprehensive strategic planning process initiated on Convocation Day in August 2022. The planning process commenced with an internal SCOT (Strengths, Challenges, Opportunities, Threats) analysis with faculty and staff. Additional rounds of SCOT analysis is planned for community constituents and students for spring 2023.

ACCC's stated mission is, "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.

## **Interactions with Constituencies**

---

*There are no interactions.*

## **Additional Documents**

---

*There are no additional documents reviewed.*

# 1 - Mission

---

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

## 1.A - Core Component 1.A

---

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

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

## Rating

---

Met

## Rationale

---

Allen County Community College uses a collaborative process to develop the mission, vision, and guiding principles for the College. As part of ACCC's strategic planning process, the mission, vision, and guiding principles are reviewed and updated. The most recent review took place in 2017 as part of the process of developing the 2017-2022 Strategic Plan. The inclusive process included 48 participants with employees from both the Iola and Burlingame campuses, Board of Trustees members, community representatives and students.

ACCC's mission was last reviewed in 2022 and is currently under review as part of the "Planning for a Brighter Future" Strategic Planning process that began in August 2022 and will conclude in July 2023. ACCC's mission is "The Purpose of Allen County 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 12 Guiding Principles demonstrate the ways that ACCC fulfills its mission.

The mission, vision and guiding principles identify ACCC as an open access community college, that serves a six-county state defined service area. Additionally, College materials highlight the role that ACCC plays in delivering lower-level undergraduate coursework that transfers to baccalaureate

granting institutions as well as career and technical education -- all at an affordable price.

Per the most recent IPEDS Fall Enrollment Survey, the largest percentage of students at ACCC are traditional-age students of less than 24 years (85%), which includes high school student enrollments (27.2%). Non-traditional students aged 25+ (15%) make up the rest of the student demographic.

ACCC offers a range of academic support services such as the writing center and peer tutoring in Math and Sciences. The Director of Student Life offers a range of co-curricular activities including intercollegiate and intramural sports.

ACCC's mission statement is available as a public document on the website. It is also published in the Strategic Plan, the College Catalog and in faculty, staff, and student handbooks. Further, it is highlighted each year at the All-College Convocation.

### **Interim Monitoring (if applicable)**

---

*No Interim Monitoring Recommended.*

## 1.B - Core Component 1.B

---

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

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

### Rating

---

Met

### Rationale

---

ACCC demonstrates its commitment to the public good by ensuring affordable access to a quality education. As evidence of its commitment to providing access, ACCC maintains a low rate of tuition, among the lowest in the state of Kansas, provides a robust on-line learning environment for those unable to travel to campus, and provides housing for those who require housing.

ACCC's role of providing affordable and quality education is its primary purpose and there is no evidence to the contrary. Board minutes indicate that the Board's actions relate to the educational needs of students and the community.

ACCC engages with the community in several ways. There are opportunities for "patron concerns" at board meetings. The college provides workforce training for several local business and industry partners and ACCC employees are members of a number of boards of local community organizations. ACCC recognizes the need to deepen engagement with workforce partners and it will be important for them to demonstrate their engagement with the broader community.

### Interim Monitoring (if applicable)

---

*No Interim Monitoring Recommended.*

## 1.C - Core Component 1.C

---

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

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

### Rating

---

Met

### Rationale

---

ACCC offers a range of student life activities that prepare students for informed citizenship and workplace success including opportunities to be involved in the Student Senate; write for the student newspaper, the Allen Flame; participate in the Collegiate Quiz Bowl and livestock judging. Additionally, the 4th Learning Outcome in ACCC's General Education Assessment is: Social Context in the World: 4.1 Evaluate the impact of culture and society on one's daily life and 4.2 Analyze the diversity of culture and opinions in an ever-changing global community.

ACCC's enrollment profile is reflective of the community it serves - a predominantly White, rural institution. ACCC has demonstrated a commitment to inclusive and equitable treatment of diverse populations by creating a DEI committee with institutional initiatives to create a more inclusive and equitable community. The DEI committee had not published their updated objectives prior to this review, and this should be a priority if they are to truly demonstrate inclusive and equitable treatment of diverse populations.

ACCC's 6th guiding principles is "*Foster diversity within the student body, administration, faculty, and staff.*" Safe Zone allies are identified on the website as are services for students and employees requiring accommodations due to disabilities. In 2018 as part of the previous Strategic Plan process, a DEI committee was formed, and institutional initiatives related to DEI were identified. As stated above, evidence of ongoing commitment to this work needs to be published as a priority as it appears that the DEI initiatives have not been updated since 2020 - 2021.

### Interim Monitoring (if applicable)

---

*No Interim Monitoring Recommended.*



## **1.S - Criterion 1 - Summary**

---

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

### **Rationale**

---

ACCC has a clear and publicly stated mission that is available on the College's website and in institutional documents such as the academic catalog and faculty, staff, and student handbooks. Institutional operations are guided by the mission.

The College is currently developing its next strategic plan that will inform the future operation of the College. As part of this plan, ACCC acknowledges the need to build deeper connections with the broader community to fulfill its mission.

## 2 - Integrity: Ethical and Responsible Conduct

---

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

### 2.A - Core Component 2.A

---

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

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

### Rating

---

Met

### Rationale

---

The vision, mission and guiding principles of Allen County Community College have been reviewed and updated every five years since 1997 as part of their strategic planning process. The last mission update was approved by the Board of Trustees in 2017. The current mission statement identifies that "The purpose of Allen Community College is to provide quality educational 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 goals."

To allow for a new president to create their own plan, the Board approved a Strategic Plan Bridge at their November 9, 2021, meeting. The plan was developed by the ACCC President's Council to address goals and objectives that had not been tackled, needed attention, or had changed during the last strategic plan implementation. Then, in August 2022, a new strategic planning process, "Planning for a Brighter Future," was launched by the incoming president. The new process includes a review of the vision, mission, guiding principles, internal and external SCOT (strengths, challenges, opportunities, and threats) analyses, and market research. The College presents evidence of a comprehensive market research report completed by the Clarus Corporation as well as an internal SCOT analysis done with two groups; 1. college employees, and 2. community members and outside stakeholders. The results of both SCOT analyses were discussed at the Spring 2023 convocation. An in-person and virtual SCOT analysis with students is planned during the Spring 2023 semester.

The planning process will develop strategic goals, measurable objective, and key performance indicators consistent with college priorities. The process will conclude in March 2023 with a draft strategic plan submitted to the Board of Trustees for approval. Once approved, the college will market and implement the 2023-2028 Strategic Plan at the start of the 2024 fiscal year.

The Board of Trustees are responsible for creating the policies of Allen County Community College and are an agency of the State of Kansas. The Board is guided by a set of Board of Trustees Policies and Procedures documents. These guide board actions in the pursuit of legal and ethical practices and are based on criteria established by the Association of Community College Trustees (ACCT).

Evidence of the institution's integrity can be found in the College's policies and processes.

With respect to its Finances, the College follows Generally Accepted Accounting Principles, Government Accounting Standards, and the Board of Trustees policies for the budgeting process. Example of policies addressing areas such as budget administration, purchasing, auditing and investment are provided as evidence of their general framework.

Although the budgeting process is described as all-inclusive and transparent, the policy does not indicate the level of integration discussed. The College should do more to document the budgeting process as it occurs at various levels on campus and not merely present the guiding policy.

As evidence of integrity in its financial processes, the College presents their audit for the period ending June 30, 2022. The audit presents no significant deficiencies. In addition to the financial audit, the College notes that it is increasing resources devoted risk management and compliance.

Academically, ACCC operates with integrity through the application of Board Policy and college processes (e.g., Student Academic Appeals, Early Academic Warning, etc.). The College also has an Academic Affairs Council charged with providing "direction for the Academic Affairs division of the College." The Council is composed of deans, various coordinators, division chairs and the Director of Institutional Effectiveness and Research. There are also three standing committees overseeing curriculum, career and technical education, and student learning assessment.

All faculty, staff, and administration follow the fair and ethical policies in the Faculty Handbook and the Staff Handbook.

The Office of Human Resources also operates with integrity by providing and overseeing personnel policies regarding non-discrimination, cultural diversity, and sexual misconduct. Human Resources also ensures that all faculty meet HLC credentials for faculty qualifications and that they observe the master Faculty Agreement and policies in the Faculty Handbook. However, through further review, it appears that Human Resource functions are handled by one Human Resource Specialist and a committee structure. It is unclear how one person can manage all HR tasks.

Finally, the auxiliary services of ACCC operate with integrity. Examples of this include:

- The Board of Trustees implemented a Textbook Rental Policy that is still in use. Currently, a \$15 per credit textbook rental fee is included in the cost of most courses. When not available, this information is identified on the course schedule.
- Student Housing provides several options to students, providing caring, safe, and affordable housing. Housing is supported by 24-hour security cameras, staff supervision for each building, and extensive emergency training for all staff during orientation. Through an application process, the College also helps to match students to create a positive campus experience.

## **Interim Monitoring (if applicable)**

---

*No Interim Monitoring Recommended.*

## 2.B - Core Component 2.B

---

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

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

### Rating

---

Met

### Rationale

---

The public facing ACCC website is the primary information source for the college's many audiences. In addition to the website, the College uses an internal MyAllen portal for faculty and staff, the Canvas LMS for all classes, and Regroup for emergencies and text messages to student groups.

The College Catalog is updated annually and contains information on academic offerings, degree requirements, support services, student costs, the College's governance structure, and accreditation relationships. The catalog is available through the website which also lists all Common Course Outlines, as well as information regarding transfer, credit for military training, and credit for prior learning. Requirements for admission, degree completion, placement, enrollment, financial aid, student services, and graduation can also be found on the website.

The website contains an organizational chart and a faculty staff directory which lists all full-time employees, adjunct instructors, and which includes credential information for all members of the faculty, staff, and administration. The Board of Trustees maintains a presence on the website with trustee pictures, email links, and approved meeting minutes. At the top of the Policies and Regulations page is a link to the Allen Policy Manual containing all policies and procedures that govern the institution.

Information related to tuition and fees as of June 1, 2022, is posted on the website. Information includes tuition, student fees, technology fees, book rental fees, and required health insurance for international students. Costs for housing and meals is also posted. The website indicates that rates for 2023-24 will be posted by March 1, 2023.

Finally, information related to the College's accreditation with the Higher Learning Commission is listed on the website with links to affiliation status, the 2018 assurance argument, its Quality Initiative, and multi-campus report. The College reports having no specialized accreditations.

ACCC provides evidence to support its claim to an educational experience. As part of federal requirement for the Work Study program, several Allen students are assigned to jobs in the

community. For example, student interns work with area agencies such as Thrive Allen County to learn aspects of community development. Other students tutor and read with children in the Iola Public Schools. There is an opportunity to better quantify and publicize the College's work in this area.

Athletic groups also engage with the community through volunteerism and service learning. The Allen Volleyball Team's commitment to service at the Allen County Animal Rescue facility is identified as well as the work of several other teams. All student athletes and coaching staff also participate in the annual Adopt-a-Kid Christmas program for Allen County residents.

Classes also engage with the community through specialized assignments such as assisting with business plans and designing brochures. In these cases, highlighting the class assignments along with the student's product would be helpful. Again, there is an opportunity to better quantify and publicize the College's work in this area.

One of the College's current guiding principles is to "promote economic development." However, apart from representation on boards and local committees, the College offers little to substantiate its actual impact in this area. It does note that it will be working to increase internship and apprenticeship opportunities for its students and is actively pursuing partnerships with area industries to provide workforce training opportunities for area workers. Example of growth in these areas would be useful to highlight in the next report.

### **Interim Monitoring (if applicable)**

---

*No Interim Monitoring Recommended.*

## 2.C - Core Component 2.C

---

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

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

### Rating

---

Met

### Rationale

---

The College has a six-member Board that oversees College policies and practices as well as meets legal and fiduciary responsibilities. Regular board meetings provide opportunities for external community input and internal reports on the college to keep board members abreast of issues pertaining to the institution and its functioning. All Board meetings contain a "Curriculum Matters" item to allow members to hear, review, and exercise authority over the College' academic policies and curricular offerings.

Although the Board appears functional, there has been no formal orientation for members of the ACCC Board of Trustees since March 27, 2018. To rectify this situation, Board members will engage in an orientation and training on March 14, 2023. This training will be conducted by the Kansas Association of School Boards (KASB) Assistant Director of Legal Services. As a group, the Board will also attend one of the professional organization (ACCT, AACC, or HLC) conference for professional development and to better understand good practice in Board governance. To its credit, ACCC recognizes the need for continuous improvement in its Board training. The next report should highlight any formal requirements the college puts in place to ensure appropriate Board member orientation, training, and development.

Per policy, the Board of Trustees operates and manages the governance of the college. Board Policy 1-A-1.2 discusses the rights that belong to the board. In addition, Policies I-E-1.1-3 address guidelines related to trustee ethics (1.1), roles and responsibilities (1.2), and nepotism employment (1.3). The policies illuminate the role of preserving, enhancing, and developing the institution in a thoughtful and ethical manner. The Board also approves the Strategic Plan which guides the college in its work.

Policy I-D-1.2 offers a tentative agenda for each month of the college year. The Board minutes posted on the website reflect regular meetings and deliberations over normal college business.

Regular board meetings allow the trustees to review the interests of the institution's internal and external constituencies. Regular meeting agendas provide time for "Patron's Concerns" which may be placed on the agenda in advance or brought to the meeting. The agenda also asks for reports from the college's administrative areas and academic deans.

The Strategic Planning process allows trustees to interact with constituents from both internal and external groups in less formal settings.

All trustees must adhere to Policy I-E-1.1 on trustee ethics. This policy includes a section on trustee authority which indicates that trustees must "resist every temptation and outside pressure to use my position as a community college board member to benefit myself or any other individual or agency apart for the total interest of the community college district." In addition, Policy I-E-1.3 Trustee Nepotism Employment ensures that the college avoids potential conflicts by carefully monitoring whether candidates for employment are related to board members and being transparent with any such relationship.

Per Kansas Statute 75-4318 Board of Trustee meetings must be open to the public with notice provided as to when and where meetings will occur. To promote transparency, board minutes are posted on the College website.

Per Policy I-E-1.2 Trustee Roles and Responsibilities, the function of the Board of Trustees is to be legislative (policymaking). Furthermore, Policy I-E-1.1 indicates that the administration of the educational program and day to day conduct of college business shall be left to the employed president of the community college and his/her professional and support staff." However, according to I-A-1.2 of the College Governance/Retained Rights policy, "The Board of Trustees shall continue to hire, transfer, promote and demote employees; to discipline reprimand, suspend or discharge employees for just cause; to layoff and recall employees; to determine workload, working hours, assignment of work, and selection of employees."

Some of the above rights appear to be related to the day-to-day operations of college business. The College should better address the distribution of rights and responsibilities, and where and how the Board of Trustees may intervene in regular college business.

Faculty oversee academic matters through participation in an Academic Senate which participates in college governance. Faculty also oversee student learning assessment and program review, the results of which are presented to the Board of Trustees at their regular meetings.

Finally, faculty oversee curricular matters through defined curriculum procedures. Faculty members also have oversight of the Framework for Faculty Qualifications, Disciplines and Subfields, which determines faculty credentials appropriate for all faculty positions.

## **Interim Monitoring (if applicable)**

---

*No Interim Monitoring Recommended.*



## 2.D - Core Component 2.D

---

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

### Rating

---

Met

### Rationale

---

ACCC appears to be committed to academic freedom and freedom of expression. Its commitment is addressed in the Faculty Handbook under “Academic Freedom” and in Article II of the Master Contract. The College does not appear to specifically delineate freedom of expression with other employee groups. No mention of freedom of expression was found in the Staff Handbook.

The College does limit academic freedom to that related to the assigned subject. It also advises faculty that when they speak or write as citizens, they should make every effort to be accurate, exercise appropriate restraint, show respect for others, and to indicate that they are not institutional spokespersons.

### Interim Monitoring (if applicable)

---

*No Interim Monitoring Recommended.*

## 2.E - Core Component 2.E

---

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

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

### Rating

---

Met

### Rationale

---

In the 2018 academic year, the college added an Institutional Research and Reporting position. The College also formed an Institutional Review Board to conduct human subject reviews prior to all implementation of college sponsored research and requests for college data intended for research. The argument suggests that the committee is composed of a diverse group of faculty staff, and administration, but the College Council document lists only four members: the Director of Institutional Effectiveness, the Director of information Technology, a faculty member, and the Vice President for Academic Affairs who has final approval. As such, the IRB itself does not comply with federal requirements though it may comply with accepted practices. In truth, given the small amount of research reviewed, the College may not need a formal IRB. It would also be instructive to link to IRB policies and procedures and forms used in the review process.

The College also asserts that students are instructed in the responsible and ethical use of information sources and are specially instructed about plagiarism, academic integrity cheating and proper citation. Again, it would be useful to link to material that documents where and how this instruction occurs.

ACCC supports research and scholarly practice in several ways. Oversight for student research is provided by faculty and the College's professional librarians. The library provides tutorials on scholarly practices for information discovery and scholarly research.

Research and practice is also supported by the Writing Center which provides tutors to students, faculty, and staff to consult on the proper use and attribution of sources and documentation.

Scholarly practice is also supported by movement along the salary schedule as additional graduate credits and advanced degrees are earned. As with the IRB, the Vice President for Academic Affairs serves in an oversight capacity with respect to research needed for an internship or other data requests that might be required in the pursuit of a graduate degree.

The Allen College Library offers information literacy instruction in a variety of formats by credentialed, master-degreed librarians. Some of the sessions are embedded in general education courses such as COL102 English Composition which indicates that it “includes a research component with an emphasis on library skills” and has two associated student learning outcomes. It would have been instructive to show how the instruction is embedded and how it appears. The same is true for SOC102 Sociology which has lists the following as an outcome, “Distinguish between qualitative and quantitative approaches to conducting sociological research.” The library also offers special sessions on Academic Honesty, avoiding plagiarism and general library orientations.

One excellent practice is that students are enrolled in LIB100 Library Lessons, a non-credit bearing course through the LMS to support students in their use of the library and offer them ways to improve their academic journey.

Finally, the Writing center provides additional support in the ethical use and proper documentation of sources.

For employees, ACCC enforces its guidelines on academic honesty and integrity through formal policies and procedures, materials in the handbooks and college catalog, and material on the website and portal. For example, there is a Board of Trustees policy on “Causes for Dismissal – Instructional Staff” that identifies personal misconduct as a cause for action.

A formal academic honesty policy is printed in the college catalog and on the MyAllen portal. It includes how students demonstrate academic honesty and integrity as well as what happens when students are suspected of academic dishonesty. Students are informed of policies on academic honesty and integrity through student orientations. In addition, individual instructor policies on academic honesty and consequences for dishonesty are stated in the syllabi for all courses.

### **Interim Monitoring (if applicable)**

---

*No Interim Monitoring Recommended.*

## 2.S - Criterion 2 - Summary

---

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

### Rationale

---

ACCC operates with integrity. The institution is guided by a coherent set of policies and regulations. Shared governance is nurtured and supported through the College's Councils, Committees, Task Forces, Work Groups, and Constituency Groups. The College has embraced a strategic planning process that is transparent and inclusive. Finally, its financial, academic, personnel, and auxiliary functions show evidence of operating both ethically and responsibly.

The College communicates to its many stakeholders primarily through its website, although it engages with specific groups through other platforms. Information that the College shares with its publics appears to be clear, timely, and consistent. ACCC also models support for its community through active engagement with local groups. However, as one of ACCC's guiding principles is to "promote economic development," the college should do more to demonstrate its work and success in this area.

ACCC appears to have a capable and well-functioning Board of Trustees. Recognizing an area of improvement, Board members will be going through formal orientation and training in March 2023. To ensure continuous improvement, regular training should be incorporated into Board policy and practice. Board meetings follow a regular and comprehensive agenda with regular reports from the College and time to public comment. Board actions are in support of the College and are guided by a set of policies. However, as noted, the College may want to further clarify and refine areas of Board oversight.

Finally, ACCC is committed to academic freedom, freedom of expression and academic honesty. Through its programs and policies, the College demonstrates its commitment to educating its constituent groups on sound scholarly practice and research review.

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

---

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

### **3.A - Core Component 3.A**

---

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

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

### **Rating**

---

Met

### **Rationale**

---

ACCC's courses and programs are current and require levels of student performance appropriate to the credentialed awarded. The College has provided curriculum committee meeting minutes that document the review of various programs, such as communications and fine arts. The meeting minutes also indicate updates on the College's Associate of Arts degree, the Associate of Science degree, the Associate of General Studies degree, and the Physical Life Sciences program. The meeting minutes indicate ongoing assessment throughout the curriculum.

The institution articulates and differentiates learning goals for its undergraduate and certificate programs. There is a clear differentiation between course levels, certificates, and degrees. ACC is part of the Statewide transfer system, courses and programs transfer to various universities in and out of state. The National Community College Benchmarking Project Report reflects the Colleges transfer rate for full-time students is high.

There is no pass rate information or student outcome information for third party testing for the Home Health Aide, Medication Aide, Certified Nurse Aide, Pharmacy Technician degree, and certificate program. These outcomes should be published and assessable on the website. There is a lack of any employment placement rates available for the Career and Technical Education programs. Meeting minutes indicate CTE outcomes as a standing discussion item, however there is no data to reflect that.

The institutions program quality and learning goals are consistent across all modes of delivery and all locations and modalities. ACCC provided program sheets, and assessment committee minutes as

evidence. Both full time and adjunct faculty are evaluated regularly, and the college offers faculty Convocations twice per year. ACCC partners with all area high schools to offer dual enrollment through on-line and hybrid courses.

ACCC does need to provide data on third party outcomes for programs where it states students may sit for an examination. The College's degree and certificate programs are appropriate to the mission and are also consistent across all modalities.

### **Interim Monitoring (if applicable)**

---

*No Interim Monitoring Recommended.*

## 3.B - Core Component 3.B

---

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

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

### Rating

---

Met

### Rationale

---

The general education program at Allen County Community College is appropriate to the mission, educational offerings and degree level of the institution. The College follows the Systemwide General Educational Framework, as well as the Allen County Community College Board of Trustees Policies and Procedures, in addition to the Kansas Board of Regents Policies and Procedures. Each of the College's degree programs require general education courses. The Associate of Arts degree requires 44 credit hours in general education, the AS degree requires 38-40 credit hours in general education, AGS requires 31 in general education, and the AAS requires 15 credit hours in general education courses. The General Education Assessment of Student Learning gives outcomes for each area of general education.

The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. ACCC utilizes the Kansas Board of Regents Systemwide Education Framework. The areas of knowledge within the Framework include communications, social and behavioral sciences, fine arts and humanities, and natural sciences and mathematics. The General Education Assessment of Student Learning Outcomes gives outcomes for each area of general education, however there is no distinction between program levels.

The education offered by ACCC recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to function in a multicultural world. This is evidenced by the curriculum that offers courses that ask students to discover, acquire, and apply knowledge about diversity. The College developed a Diversity, Equity and Inclusion workshop in 2018-2019.

The College has included DEI initiatives on its website, which includes institutional initiatives, committee members, accessibility and resources. Diversity does appear in the guiding principles of the College. Promotion of DEI principles among the College community is a charge for 2022-2023.

The College does show evidence that faculty and students contribute to scholarship, creative work, and discovery knowledge to the extent appropriate to their offerings and the institutions' mission. This is evidenced through an annual fine arts calendar which provides opportunities to engage with students' creative work, as well as the online student publication The Flame. Other engagement for faculty is at the faculty convocation held twice per year, the institution also provides travel funding for faculty to attend conferences and workshops through their professional development and incentive program.

### **Interim Monitoring (if applicable)**

---

*No Interim Monitoring Recommended.*



## 3.C - Core Component 3.C

---

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

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

### Rating

---

Met

### Rationale

---

ACCC strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves. The College is an Equal Opportunities Employer. Upon reviewing the faculty and their credentials they comprise a diverse group of various appropriate educational levels and backgrounds.

Allen County Community College has enough faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials of the instructional staff. The Master Agreement of Allen Community College and Allen County Community College National Education Association outlines 15 credit hours per semester or 30 credit hours per contract year. Full-time faculty are given the opportunity to teach up to six hours of overload, face-to-face or online. The Master Agreement outlines that Full-time faculty are to dedicate a minimum of twenty hours per week to a combination of students and or service to the College. Fifteen hours per week must be in person on campus. Five of these required hours may be onsite or on-line, or by other electronic means. Faculty are involved in committees, taskforces, course assessments, assessments of student learning, and program reviews; the twenty hour per week requirement outlined in the Agreement helps facilitate these tasks.

All instructors are appropriately qualified and credentialed, including those in dual credit. ACCC uses three reference frameworks to credential faculty: (1) National Center for Education Statistics: Classification of Instructional Programs (CIP codes), (2) HLC: "Determining Qualified Faculty: Guidelines for Institutions and Peer Reviewers and (3) Kansas Board of Regents: University catalogs, KHEDS and KTIP data reporting.

Faculty are evaluated regularly in accordance with established institutional policies and procedures. ACCC uses the following instruments in faculty evaluations: (1) student evaluation of instructors, (2) administrative evaluation of instructors, and (3) the instructor's self-evaluation.

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. The Acquisition of Professional Skills Policy states that faculty are expected to take advantage of professional development opportunities to increase their teaching skills and grow professionally and faculty are rewarded for earning beyond the Bachelor's degree. In addition, the College offers faculty Convocation twice per year and breakout sessions for professional growth.

The Master Agreement outlines expectations for faculty availability to students outside the classroom. The faculty are required to dedicate 20 hours per week to either student time or college service.

Support staff credentials reflect an eclectic group of prepared professionals with various educational backgrounds and earned undergraduate and graduate degrees. Staff members are supported in their professional development as faculty members are supported, through conference attendance, training, membership in professional organizations, and twice annual College Convocation sessions.

### **Interim Monitoring (if applicable)**

---

*No Interim Monitoring Recommended.*

## 3.D - Core Component 3.D

---

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

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

### Rating

---

Met

### Rationale

---

ACCC provides student support services suited to the needs of its student populations. The College offers a variety of services to support its various student populations: 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. Students can apply on-line.. Academic advising is also available as well as financial aid assistance. In addition, the College offers 24/7 mental health resources. Students are able to apply for both federal and institutional aid, including grants, loans, scholarships, and student employment. ACCC participates in the Pell Grant program, Federal Supplemental Education Opportunity Grant (FSEOG) program, Federal Work-Study program, and the Direct Loan program. ACCC also provides three levels of academic scholarships and has ample support staff to assist students.

The College offers academic support and one on one assistance to help students at each campus in the library, in the math center, with the net tutor, and at the writing center. It is stated that The Academic Support 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; However, there were no meeting minutes provided to document this.

ACCC provides learning support and preparatory instruction to address the academic needs of its students. Degree-seeking students and students enrolling in English, Mathematics, or Science courses must provide placement scores from either a standardized test approved by the college (ACT, SAT, Accuplacer) taken within the last 3 years, or a copy of a high school transcript, or GED scores that meet ACCC requirements. The Accuplacer scores help determine which level of math, reading or writing the student should be placed. ACCCs' placement policy aligns with the Kansas Board of Regents Placement and Assessment Guidelines.

Upon entrance into the College, students are assigned an academic advisor based on their area of interest. Advisors assist students to determine which courses will be needed to complete their degree, emphasis area, or certificate of choice. Students are encouraged to meet with their advisors to stay on track. There is no documentation of this advising to students.

The College is coming to the end of its second five-year plan for 2018-2023. ACCC states the plan has resulted in improved network infrastructure, email system, improved wireless network coverage, a voice-over-internet protocol phone system, as well as improved efficiency in students services.

The College invested in the new construction and remodeling of science labs: The Chemistry lab was remodeled in 2010, the two Biology labs in 2016, and a new Physics lab was added in 2017. The College invested in software to allow students to access data they collected in the lab when they are off campus. Students can also access pre-lab material while off campus so they can prepare for lab activities before classes.

The Allen College Library supports teaching and learning through its collection, databases, and services. The College Library follows the collection development policy to focus on student's academic needs. The book collection holds approximately 20,000 volumes non-fiction, fiction, young-adult, DVD, children's books, and periodicals. The collection is accessed via the College Polaris Online Library Catalog or our EBSCO, Discovery system. In addition, the library offers space for live performances and speakers. The College has a performance space and offers venues for theatrical performances, plays, speakers and recitals.

The College has clinical partners for its Allied Health Program in long-term care facilities. Courses that include clinicals must be approved by the Kansas Department of Aging and Disability Services. Currently the College is looking for a new clinical coordinator and has hired a Course Supervisor in the interim to assist students.

### **Interim Monitoring (if applicable)**

---

*No Interim Monitoring Recommended.*

## **3.S - Criterion 3 - Summary**

---

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

### **Rationale**

---

Allen County Community College provides a quality education wherever and however its offerings are delivered. The College performs assessments to ensure appropriate levels of student performance and program quality. It is recommended that ACCC-third party assessment outcomes be made accessible on the College website.

The Academic Support 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; However, there are no meeting minutes to document this.

Upon entrance into the College, students are assigned an academic advisor based on their area of interest. Advisors assist students to determine which courses will be needed to complete their degree, emphasis area, or certificate of choice. Students are encouraged to meet with their advisors to stay on track. Again, there was no documentation provided of advising to students.

## 4 - Teaching and Learning: Evaluation and Improvement

---

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

### 4.A - Core Component 4.A

---

The institution ensures the quality of its educational offerings.

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

### Rating

---

Met

### Rationale

---

ACCC has begun to maintain a regular cycle of annual program reviews with a formal review that repeats every three years that covers all program departments offered at the College. The program reviews focus on measures of student success, enrollment, retention, and persistence. The components collected and analyzed are captured in a standardized template that all departments use. The template covers general information for a program, its curriculum, an assignment grid that outlines where learning outcomes are assessed, a SWOT analysis, enrollment, retention and persistence data tables, as well as addressing a set of common narrative topics.

The program review process is faculty led organized by academic division chairs with academic deans serving as resource persons throughout the process. The department faculty review the complete formal summary document with the vice president for Academic Affairs and president of

the College.

Verification of ACCC's program review process is apparent from perusal of summary reports presented by the Math and English departments. An outcome of the Social and Behavioral Sciences program review was the position approval for a full-time criminal justice studies coordinator approved by the Board of Trustees in June 2021. Another outcome that emerged from the program review process was the need to offer COM201, Mass Communication in Society online beginning Fall 2020.

ACCC follows established policies and practices for the acceptance and transcription of credit for prior learning, military credit, CLEP (College Level Examination Program), AP (Advanced Placement), and DSST (Defense Subject Standardized Test) that align with KBOR (Kansas Board of Regents) Credit for Prior Learning Guidelines. In 2021-2022, Allen awarded 119 credit hours in CPL.

ACCC accepts in transfer 100 and 200 level college credit courses from regionally accredited institutions. If any aspect of transfer credit is unclear, the College registrar compares the course title, course description, and stated learning outcomes to determine equivalency and relies on the Vice President for Academic Affairs for resolution of questionable situations.

Faculty are responsible for the curriculum at ACCC. 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. The 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 recommendations are forwarded to the Board of Trustees for approval.

ACCC utilizes Common Course Outlines to document curriculum. These outlines include course information, description, documented learning outcomes, major content areas, types of assignments and evaluation methods for every course. Instructor syllabi are the enactment of a given Common Course Outline.

For each program offered by ACCC, a program sheet documents the sequence of courses that meet the graduation requirement for a specific degree or certificate. The common course outlines and program sheets are consistent regardless of modality of delivery as documented in the College Catalog via ACCC's website.

The Academic Affairs Council controls access to learning resources, materials and support functions including a textbook rental program. Faculty members collaboratively select the texts for specific courses and all faculty, regardless of modality, 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 based on the Framework for Faculty Qualifications consistent with the Federal Department of Education CIP code classifications.

Secondary students can engage in college-level course work through either ACCC's Concurrent Enrollment Program, CEP (college courses taught to high school students during the school day in the high school facility by high school faculty meeting college instructor qualifications) or ACCC

Dual Credit college courses (taught by qualified college faculty to secondary students primarily through online learning). The CEP follows strict guidelines established by policy through the Kansas Board of Regents. CEP courses utilize the same Common Course Outlines – with approved student learning outcomes – and the same textbooks and learning resources as all other course sections. CEP faculty meet the same qualification requirements as regular ACCC adjunct faculty and receive the same benefits as all ACCC faculty, including instructional observations and professional development opportunities.

The College has no academic programs requiring specialized accreditation currently.

Approximately 85% of the credit hours earn at ACCC are transferable to four-year programs of study. ACCC's annual 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. ACCC also benchmarks graduation and transfer rates through participation in the National Community College Benchmarking Project (NCCBP). The data presented confirms that ACCC ranks comparatively well with similar institutions in and outside of Kansas.

Many students complete one of ACCC's CTE programs such as the Allied Health short-term programs (CAN, CMA, and HHA). ACCC submits an annual Follow-Up Report to KBOR with information about the credentials earned, transfers out, employment and wage rates for career and technical education (CTE) concentrators. ACCC believes it can improve on its success with these students and expand CTE enrollment.

### **Interim Monitoring (if applicable)**

---

*No Interim Monitoring Recommended.*



## 4.B - Core Component 4.B

---

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

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

### Rating

---

Met

### Rationale

---

All courses at ACCC have clearly stated student learning outcomes as seen in course syllabi. The KCOG developed the SLOs for most of the general education and foundational program survey courses with the input of ACCC faculty and 31 other public two- and four-year institutions in Kansas making it possible for students to seamlessly transfer from one institution to another. The SLOs for these transfer courses are reviewed every five years.

ACCC faculty use a template to map assignments to SLOs that are published in the Common Course Outline for their courses. Academic divisions include completed templates in their program reviews. In a similar manner, the KBOR Career and Technical Program Alignment process has developed SLOs for Associate of Applied Science programs as exemplified by the Information Networking Technology and the Computer and Network Support Technician Certificate programs. National and industry certification standards are used to develop other programs, such as the Early Childhood Education degree program and the accompanying certificate leading to a Child Development Associate (CDA) certification.

Assessment Day workshops are held at the beginning of each semester to help create classroom assessment strategies and report on assessment results and planned improvements. Some of the assessment data reviewed could be classified as indirect measures of student learning such as comparing ACCC retention and graduation rates to 18 other Kansas community colleges. A more direct measure that ACCC uses is the Student Success Index which looks at post graduate student success at four-year institutions for cohort groups for up to eight years. This measure also takes into account the Kansas Board of Regents KHE report which documents such data elements as average term GPA (Grade Point Average), credit hours attempted, and credit hours passed for both new and continuing students from ACCC.

Attainment of third-party credentials such as the Certified Nurse Aide, Home Health Aide, or Certified Medication Aide, as well as the Child Development Associate certificate, are also good indirect measures of program level student learning attainment. Assessment of co-curricular

activities, events, and programs at ACCC also suggest student learning outcome success. Example cited in ACCC's argument include Athletics, Student Senate, Theatre, Quiz Bowl, Newspaper and Livestock Judging events. Augmenting indirect assessment of co-curricular activities, ACCC has held student focus group discussions. The sessions focused on students' perceptions of the importance of co-curricular involvement.

By analyzing assessment data gained through the ACCC SLO processes, the Physical and Life Science Division faculty were able to determine that that their courses had a balanced ratio of assignments to student learning outcomes. As a result, the use of assignment grids was extended to other divisions college wide so similar analysis could be performed in all divisions. By using the assignment grids for both online and onsite course evaluation it was determined that for BIO102, Principles of Biology, the online modality students were completing fewer assignments than their onsite counterparts. As a result, the faculty decided to reduce the number of assignments in the onsite course offerings and implement laboratory software in the online courses. This demonstrates that faculty at ACCC are using assessment information to improve student learning. Building on this and closing the loop further, full-time faculty have begun submitting Assessment Action Improvement plans for each of the assigned courses.

An Interim Report was submitted to the HLC in September 2020, documenting that the College has developed rubrics and assesses learner outcomes reflecting good practice in the five areas that align with its general education categories that are required by all associate degree programs: Effective Written and Oral Communication, Mathematics and Analytical Reasoning, Critical Thinking and Problem Solving, Social Context in the World, and Appreciation of Arts and Humanities. These five general education outcomes were reviewed, revised, and approved by faculty and staff in the Fall of 2019 establishing rubrics that align with HLC terminology. Scoresheet templates for each rubric and aggregated spreadsheets for term and trend data were also developed. Using these templates, all five general education outcomes have now been assessed since the Fall of 2020.

The process of general education outcomes assessment begins by identifying a sample of specific courses and faculty who submit artifacts from an assignment that can be assessed using the general education rubric. Student and instructor information tied to the artifacts are removed to make this a blind assessment process. Norming and scoring sessions are scheduled at the end of each semester. Data gleaned from the process is aggregated, reviewed, and discussed at subsequent Academic Affairs Council, Assessment Committee, and Assessment Day meetings.

Three semesters of data were reviewed at the Spring 2021 Assessment Day. It was determined that while the preponderance of aggregated scoresheet trend data for students fell in the "Met category score, a median score for the General Education rubric, only 47% of students taking those courses earned an A grade. Further analysis and written summaries concluded that assessment could be improved by improving artifact selection, better sample sizes, and more objective scoring. The transition to online courses in the Fall of 2020 may also have affected assessment results. The Assessment Committee is working on fine-tuning the rubrics used to evaluate artifacts.

In the Spring of 2022, full-time faculty worked on creating a list of courses from which authentic student artifacts were then selected in the Fall 2022 semester that could be easily assessed using the general education rubrics. The participation of faculty and instructional staff in developing better assessment processes will help ACCC collect more meaningful student learning outcomes data for future evaluations.

**Interim Monitoring (if applicable)**

---

*No Interim Monitoring Recommended.*

## 4.C - Core Component 4.C

---

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

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

### Rating

---

Met

### Rationale

---

While defined goals for student retention, persistence and completion have not been set by ACCC, the intention is that metrics for these measures will improve by reviewing the data contained in program reviews. Enrollment, retention, and completion statistics at the course, program, and college levels are reviewed as exemplified by the mathematics program review. Because of ACCC has extends its reach to several secondary institutions, the feeling is that arbitrary goals at the institution-level are less meaningful than course-level retention, success, and persistence. High school students may never intend to matriculate at ACCC following high school graduation, and the visiting university students are not expected to persist and complete at ACCC.

Student retention, persistence, and completion data at ACCC comes from several sources including the KBOR Performance Report, KBOR Student Success Index, KBOR Transfer Feedback Data, IPEDS, NCCBP. Analysis of this data primarily occurs during annual program reviews.

Using an Early Student Progress (ESP) warning system, built 17 years ago, faculty are notified if student grades fall below a C grade at any time. Consistency in the use of the ESP was noted by academic deans and analysis of comparisons of final course grade results and whether the ESP system was used to identify individual faculty to discuss the potential benefits of using the system. ACCC integrated Dropout Detective (DD) into its student learning system, Canvas, for the Fall 2022 term DD calculates a Risk Index Score nightly enabling faculty and student support personnel to quickly identify students that need the most immediate support. As a result, the College plans to sunset the ESP system and modify practices and policies accordingly.

ACCC's recent Quality Initiative for the Higher Learning Commission, Institutional Data Improvement and Utilization, has resulted in an ongoing culture change 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. Because ACCC has joined the National Community College Benchmarking Project (NCCBP), the faculty will have additional comparative data for future Program Reviews. ACCC tracks student success within Gateway courses through its Performance Agreement with the Kansas Board of Regents and has maintained a success rate in both Intermediate Algebra and English Composition I for the past five years that exceeds the three-year baseline data provided for those courses.

### **Interim Monitoring (if applicable)**

---

*No Interim Monitoring Recommended.*

## **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.

### **Rationale**

---

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.

ACCC ensures the quality of its educational offerings by maintain a practice of regular program reviews and making appropriate improvements to its curriculum and practices as a result. The College evaluates all credit it transcripts and accepts in transfer. The College has in place processes that ensure that prerequisites for courses, and the rigor for those courses is maintained regardless of instructional modality. The success of ACCC graduates is monitored both in terms of transfer to another college or post graduate employment.

Assessment of student learning as part of ACCC's commitment to the educational outcomes of its students. ACCC has effective processes for assessment of student learning and for achievement of learning goals in its academic and cocurricular offerings and uses the information gained from assessment to improve student learning. These processes reflect good practice and involve faculty and staff.

ACCC collects and uses retention, persistence, and completion rate data to improve its degree and certificate programs. The institution could do a better job of defining goals for student retention, persistence and completion that are ambitious. Currently, it seemed that the goals were simply to improve over the prior year's statistics. The information that the College does collect is used to make improvements.

## 5 - Institutional Effectiveness, Resources and Planning

---

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

### 5.A - Core Component 5.A

---

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

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

### Rating

---

Met

### Rationale

---

ACCC has a published organization chart with clearly defined areas of responsibility and chain of command. The Board of Trustees Policies and Procedures Manual provided by the college indicates, by policy, that the governance of the college is to be provided by various councils, committees, task forces and consultative groups. A 2022-2023 document provided to the reviewers lists the differing groups as well as the meeting times. Upon request, the college also provided sample minutes of these meetings.

The Board of Trustees Policies and Procedures Manual also described the board's role in governance and indicated that the Board, working with the president operates and manages the governance of the college, and goes on to enumerate the various duties of the board, including hiring and firing of employees. The inclusion of the board in the day-to-day operations seems problematic.

The institution listed several internal and external data reports, including enrollment reports and program reviews, as well as the audited financial statements and statewide. The institution also provided examples of actions taken based upon these reports. For example, in response to declining enrollment shown in the Enrollment Report, the institution hired a consulting firm to look at their marketing and recruitment. The firm identified new programs and possible avenues for growth. The institution is currently developing a plan to implement some of these new programs.

As mentioned above, the institution uses a series of councils and committees to include all members of the college in decision making. Policies changes go through a specific predefined process before going to the Board of Trustees, if required. For example, Policy V-A-1.10 defines the process for developing a new course. Instructors discuss proposed new courses with their department and the Dean of Instruction. Next any new course proposals are reviewed by the Curriculum committee that also recommends any necessary academic requirements, before being reviewed by the President's Council, and signed off by the President.

The membership of the Curriculum committee is specifically spelled out in Policy VII-A-1.3. By Policy, the committee membership includes the VP for Academic Affairs, Academic Deans, Division Chairs, The Registrar, faculty members as appointed by the president, one advisor of Student Services staff member, and other staff as appointed by the President. This diverse group of individuals allow for several different perspectives when looking at academic requirements.

### **Interim Monitoring (if applicable)**

---

*No Interim Monitoring Recommended.*



## 5.B - Core Component 5.B

---

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

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

### Rating

---

Met

### Rationale

---

ACCC reports having 204 employees, consisting of 121 full time and adjunct instructors and 83 support and administrative staff members. The College has written job descriptions used for new employee searches. Current openings show that the descriptions include a detailed position description, including position responsibilities and a link to the area within College policy that describes particular positions. These same criteria are used to evaluate the employee in their annual evaluations. However, the number of upper-level vacancies is a cause for comment, as is the apparent size of the Human Resources staff. It appears that some of the Human Resource functions are delegated to Board, which is not best practice.

The College does provide for and encourage employees to continue learning and growing professionally. ACCC provides the funding and time to attend conferences and other continuing education opportunities. Specifically, the College references three specific trainings in the Financial Aid area. In addition, ACCC sent end users of the ERP system, Jenzabar, along with the IT director to the annual conference which helps all constituencies to be current with the changes within the system, as well as the changes and trends in the industry.

ACCC understands the necessity of keeping its physical and technological assets current and well maintained. The College provided a very impressive listing of their capital outlay expenditures over the last 31 years totaling over 24 million dollars. The list includes such things as lab renovation, replacing aging equipment, HVAC improvements, and of course ongoing roof repairs and replacement. The listing shows deliberate planning and execution of those plans to keep the physical facilities in good condition.

The current technology plan was developed in 2019 with input from senior management, faculty, staff, and student representatives, according to the documentation provided by the Institution. This plan runs until 2023 and a new plan is in process. The plan provided is very detailed with six goals and numerous objectives for each goal as well as the strategies, target dates, and the responsible

party. Throughout the plan are specific project updates. The institution has done a good job identifying their needs and devising strategies to meet those needs.

As mentioned above, the Institution seems to be aware of its strengths and its opportunities. The institution provided the current bridge strategic plan, which was not developed using the collaborative process used for the prior plan, however this plan was, as the name suggests a bridge to allow a new president to come in and create a new strategic plan using a collaborative inclusive process. The process is currently underway. The process historically has included constituencies throughout the college, industry, and community, and that is the process that is taking place now.

The institution provided a timeline of the process which included a thoughtful, detailed SCOT analysis provided to the review team. This analysis was done by the community and the College and is planned to be done with the student body in the spring. As expected, the analyses were different, but had many similar items in each category. Using the third SCOT analysis, along with the other two, the Institution will synthesize the results into themes with which to build the new strategic plan.

The institution has a detailed formal budgeting process in writing as part of policy. Policy III-A-1.1 clearly spells out who is responsible by job title in each step of the budgeting process. The Vice President for Finance and Operations (VPFO) and the administrative staff have the responsibility for preparing the budget, and the Board of Trustees has the responsibility of approving it. However, the responsibility of providing the data with which the VPFO generates the budget falls to the head of each division or administrative unit. The data is initially provided to the VP of the specific division or administrative unit for approval before being sent to the VPFO. The resulting budget is then reviewed with the president before being presented to the Board for final approval.

The department and administrative unit heads are trained to draft their budgets with the goals spelled out in the mission, strategic plan, and program reviews. These leaders are expected to work with their staff members to propose realistic budget requests for the year, using the prior three years expenditures as tool to determine the needs of the fiscal area.

To monitor the fiscal progress of the College, the VPFO generates a monthly Schedule of Investments, listing each investment, its initial investment, interest rate, interest at maturity and maturity date. In addition, the VPFO also generates a Treasurer's Report outlining summary spending and revenue for each of the College's funds, as well as a much more detailed report that breaks down the expenses and revenues but each functional area within each fund. These reports are presented to both the President's Council and the Board of Trustees. A copy of each of the three documents was provided to the team. According to the assurance argument, division and administrative unit heads are able to review their budgets using the "myAllen" portal.

A review of the chart proved by the institution within the assurance argument shows over 31% of the operating expenses were devoted to instruction and instructional support with nearly 19% of expenses devoted to Student Services. This suggests that over 50% of the expenses were directly related student centric endeavors. The chart shows that they prioritize their spending upon student centric purposes. However, this was down 3% from the average over the reported 6 years.

This represents a steady decline in expenditures within instruction, which is a concerning trend. In addition, the percentage of student centric spending has continued to decline, while spending for institutional support has steadily increased. The provided table did not foot to a full 100% leaving almost 18% of the expenses uncategorized. These uncategorized expenses have fluctuated from a low of a little over 11% in 2021 to a high in the most recent year of almost 20%.

In addition, a review of the monthly and summary financial reports provided to the team appears to indicate that the institution is currently running in deficit. It may be that the spring tuition revenue that had not yet been reported would overcome the apparent deficit, and the institution has sufficient cash reserves to cover the deficit. However, the institution may want to take a closer look at its financial processes to ensure that they continue to prioritize financially supporting student centric activities, so that when the visiting team arrives for the 10-year comprehensive review, they find that trend has reversed.

### **Interim Monitoring (if applicable)**

---

*No Interim Monitoring Recommended.*

## 5.C - Core Component 5.C

---

The institution engages in systematic and integrated planning and improvement.

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

### Rating

---

Met

### Rationale

---

Historically the final page of the Strategic Plan specifically noted which of Purposes and Objectives were to be a priority during that target year. Using this information, during the annual budget training, department and administrative unit heads were reminded of the priorities so that they could keep them in mind as they worked on their budget requests.

The current bridge plan does not have this matrix, but it was designed as a short-term vehicle to keep the campus focused as it designed a new strategic plan. Since this matrix is already a part of the campus culture, the team has every confidence that the matrix will once again grace the final page of the strategic plan, and that it will be use as a guide for budgeting requests in the future.

As mentioned above, historically, ACCC has used their strategic plan, which was created using input from all constituencies, as a guide to ensuring budgets line up with institutional goals and yearly priorities. In addition, the institution has provided evidence in the form of the technology plan and their list of capital improvement projects, which was well thought out and strategically implemented. The assurance argument indicates that each of the 104 full-time employees serves on at least two of the varying councils, committees, task forces and work groups, representing their areas of the college. Such representative participation allows a conduit for communication throughout the college providing the opportunity to understand how the diverse areas of the college operate and how that operation interacts with their own.

While the planning and implementation process seems to be ingrained in the campus culture, ACCC admits that linking these processes with planning assessment is in its infancy, and as such had no specific documentation to provide to the team. However, the team is confident, based on the high

level of collaboration they have seen in the planning and implementation process that the institution will be able to codify its work in linking assessment into an already well working planning process.

As mentioned throughout this document, historically, the process of writing the current strategic plan was a very collaborative process. Admittedly, the current bridge plan was not developed in the same manner, however, the plan was a short-term plan designed to keep the institution focused as it went through the more involved, more inclusive process that the prior strategic plan followed.

The first steps of the strategic planning process have begun, and the institution has provided the first two SCOT analyses, one an analysis from the campus community's perspective and the other from the community's perspective. The third SCOT, from the student body's perspective is scheduled for this spring. The College also provided the timeline for the current process, and it is running on schedule.

The institution reports four sources of income, state allocations, local county tax allocations, student tuition and fees, and PELL grant dollars. According to board policy II-C-1.3.2.03, the Vice President of Finance and Operations (VPFO) is tasked with monitoring the fluctuations in all these revenue streams. Based upon the trends in these sources, the VPFO makes recommendations concerning adjustments in tuition and fees annually. Historically, the institution revenue forecasts assume flat enrollment numbers.

The institution recognizes its susceptibility to these fluctuations and maintains a healthy cash reserve to buffer any unforeseen substantial negative change in the funding stream. The Schedule of Investments at end of December of 2022 provided by the institution shows cash balances nearing nine million dollars.

In addition, as discussed earlier, the institution develops plans with input from all constituencies. The current strategic planning process includes faculty and staff, the community, and students. The diversity of participants helps ensure the college has the best perspective on the trends and is able makes plans accordingly. For example, in the assurance argument, the institution points to the current identified need for more vocational and technical training as an opportunity both to serve the community and to create an additional revenue stream.

A notable example of this is the institution's decision to close their Burlingame Campus. After years of steadily declining enrollment, resulting in declining revenue and increasing deficits the institution decided to close that campus. The board meeting minutes of November 8, 2022, include a motion that that the campus be closed as of June 2023. It was unanimously passed. It should be noted that within that motion, the institution made provision for the faculty and staff that would be displaced by the closure, by allowing them and others to work remotely. This reallocation of resources will allow the institution to be more efficient in serving their students.

As mentioned throughout this document, inclusive planning is a part of the campus culture. In addition to the current strategic planning process, which mirrors the process used to develop the prior plan, the College also developed a Technology plan in FY 2019. The plan, provided to the team, links back to the strategic plan, noting that Goal 4 of the plan is to "Maintain innovative technology throughout the college." The technology plan lists specific objectives within each of six identified goals. Within each objective are suggested strategies, target start dates, the individual responsible for the strategy, and notes reflecting the progress of each item. It is worth noting that the sixth and final goal of the plan includes developing a new technology plan, specifically in alignment with the new strategic plan, currently under development. This new process is scheduled to start in the Fall of

2023.

The institution has used this plan in conjunction with the strategic plan to keep themselves focused as they allocate resources to upgrade their technology. One example provided in the argument and verified by the notes within the technology plan is the impending upgrade of their student information system (SIS), Jenzabar.

Goal 4 of the current plan states “Review of services. We need to be good stewards of our institutions [sic] dollars. A review of key technology services will not only show efficiencies, but also lack thereof.” Further objective 4e identifies Jenzabar as one of the services that should be reviewed and references the Goal 3 strategies of implementing other pieces of software to increase productivity, such as document imaging (objective 3c), Nelnet (objective 3e) and Student Refund Automation (objective 3g). The review of the services resulted in ACCC planning to move from the Jenzabar CX product to the more current Jenzabar One product.

The institution also points to the College’s response to the Governor’s Initiative for Career and Technical Education, Kansas Senate Bill 155 which was enacted in 2012 and is now labeled Excel in CTE. The bill sought to improve and enhance career technical education opportunities for high school students by providing tuition dollars for secondary students taking college CTE courses. ACCC provided these classes using an on-line modality.

Throughout this review, the team found that ACCC has a culture of inclusive planning. The institution successfully implements its plans as can be seen in the notes within the plans, documenting what was done and why. Because the institution encourages feedback from its varying constituencies, it has a clear vision of what it has accomplished, and what it needs to accomplish. It is apparent, based upon the notes within the plans that the goals of the plans are assessed and, if necessary, adjusted to better meet the needs of the institution and its constituencies.

One such example of this is the security cameras that are included in objective 1e in the current technology plan. An older technology plan, circa 2014, indicated that ACCC would put cameras in the classroom. Upon further review the College decided against the idea. Within this plan, however, the idea of camera usage is again introduced. The institution simply took an idea that did not work previously and began to look at the technology again from a different perspective. Although initially found inappropriate for classroom use, use of cameras to improve campus security are being explored again and were referenced in objective 1c. This suggests that while the institution uses their plans as a guide, they are also cognizant that parameters change over time, and can adjust their operations to better serve their constituencies accordingly.

## **Interim Monitoring (if applicable)**

---

*No Interim Monitoring Recommended.*

## 5.S - Criterion 5 - Summary

---

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

### Rationale

---

The institution has a culture of inclusive planning. Their processes for creating the formal planning documents are well developed and consistently followed. They review their plans for continued relevance and adjust as circumstances change. They consistently track their successes as well as those items that were not as successful. In addition, they build off prior plans to develop new plans creating consistency and continuity.

While the institution prioritizes student centric expenditures, the trend is that the student centric expenditures are declining as a percentage of overall expenditures, while institutional expenditures are increasing. The institution may wish to review the categorization of the expenses to find ways to shift the trend in the other direction. As an example, if the institution purchases a laptop for classroom usage, how is that categorized?

The most concerning discovery during this review was the apparent lack of human resources support within the institution and that human resources services seems to be bolstered up by possible Board involvement as described in Board policy. Whether this is true or not, this is not a best practice, and the institution may wish to look at staffing levels within the human resources area, as well as training for its board so that the two areas can succeed in their assigned roles.

## Review Dashboard

---

Number	Title	Rating
1	Mission	
1.A	Core Component 1.A	Met
1.B	Core Component 1.B	Met
1.C	Core Component 1.C	Met
1.S	Criterion 1 - Summary	
2	Integrity: Ethical and Responsible Conduct	
2.A	Core Component 2.A	Met
2.B	Core Component 2.B	Met
2.C	Core Component 2.C	Met
2.D	Core Component 2.D	Met
2.E	Core Component 2.E	Met
2.S	Criterion 2 - Summary	
3	Teaching and Learning: Quality, Resources and Support	
3.A	Core Component 3.A	Met
3.B	Core Component 3.B	Met
3.C	Core Component 3.C	Met
3.D	Core Component 3.D	Met
3.S	Criterion 3 - Summary	
4	Teaching and Learning: Evaluation and Improvement	
4.A	Core Component 4.A	Met
4.B	Core Component 4.B	Met
4.C	Core Component 4.C	Met
4.S	Criterion 4 - Summary	
5	Institutional Effectiveness, Resources and Planning	
5.A	Core Component 5.A	Met
5.B	Core Component 5.B	Met
5.C	Core Component 5.C	Met
5.S	Criterion 5 - Summary	



## Review Summary

---

### Conclusion

---

Overall, Allen County Community College (ACCC) is on track for an excellent comprehensive review six years from now. The College has a clear and publicly stated mission that guide its institutional operations. It is currently developing its next strategic plan and acknowledges the need to build deeper connections with the broader community to fulfill its mission.

The institution is guided by a coherent set of policies and regulations that encourages shared governance through the College's Councils, Committees, Task Forces, Work Groups, and Constituency Groups. Its strategic planning process is transparent and inclusive. Given that, ACCC should do more to demonstrate its work and success regarding one of its guiding principles, to "promote economic development."

The team would recommend that ACCC publish its third-party assessments on the College website to help demonstrate that it provides a quality education wherever and however its offerings are delivered.

While the Academic Support Division meets monthly to coordinate and discuss how to support students, no meeting minutes were available to document their proceedings. Further, while students are

assigned an academic advisor based on their area of interest upon matriculation, documentation of advising to students is lacking.

ACCC maintains a practice of regular program reviews that includes student learning outcomes assessment on all levels making appropriate improvements to its curriculum and practices as a result. ACCC's assessment of student learning reflect good practice and involve faculty and staff. That said, the College could do a better job of defining goals for student retention, persistence and completion that are ambitious instead of just doing better than the previous period.

ACCC follows a consistent and inclusive planning process that includes adjustments to maintain relevancy and circumstance change. By tracking their successes and their less successful efforts the institution manages to build off prior plans and develop new plans as needed.

Student centric expenditures are declining as a percentage of overall expenditures, while institutional expenditures are increasing. This is an area that the institution needs to monitor to find ways to shift the trend in a positive direction.

The team was most concerned with ACCC's apparent lack of human resources support and what appears to be Board of Trustee involvement in personnel matters. ACCC should review its human resource staffing levels as well as additional training for its governing board. Regular training should be incorporated into Board policy and practice to further clarify and refine areas of Board oversight.

### Overall Recommendations

---

#### Criteria For Accreditation

Met

**Sanctions Recommendation**

No Sanction

**Pathways Recommendation**

Not Applicable to This Review

*No Interim Monitoring Recommended.*