

# **Assurance Argument**

# Allen County Community College - KS

**Review date: 2/6/2023**

# 1 - Mission

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

## 1.A - Core Component 1.A

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

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

## Argument

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### 1. The mission was developed through a process suited to the context of the institution.

The college was established in 1923 as the Iola Junior College under the authority of the Board of Education of Iola Public Schools, District #10. The College was designed as an extension of the high school, to serve the district's students. It was on the third floor of Iola High School. That first year saw an enrollment of 93 students, and the IJC men's basketball team won the state championship.

Iola Junior College served the community until June 1965, when the local Board of Education successfully petitioned the State Superintendent of Public Instruction to create a countywide community college. On July 1, 1965, Allen County Community Junior College came into being.

The [mission, vision, and guiding principles](#) of Allen County Community College is reviewed and updated every five years as part of the strategic planning process that has been in place since 1997. The most recent review and update occurred during spring 2017 as the [Strategic Planning Team](#) met and developed the [2017-2022 Strategic Plan](#). This group of 48 participants was an inclusive gathering of Allen employees from both the Iola and Burlingame campuses, Board of Trustees members, community representatives and students. The development of the mission statement is a collaborative process inclusive of the institution and community and was developed through the college's shared governance process, allowing all internal and external stakeholders an opportunity to be thought partners in its development.

The institution's Mission Statement clearly states the College's commitment to "accessible, affordable educational programs that enable students to reach their academic, occupational, and personal potential." The Guiding Principles that support the mission place emphasis on instruction, academic and skills preparation, student engagement, diversity, economic development, and continuous institutional improvement. The mission, vision, and guiding principles as part of the Strategic Plan are approved by the Board of Trustees.

After a 30-year career at Allen County Community College, the sitting president retired as of July 1, 2022. While the College has consistently developed a new Strategic Plan every five years, including review of its vision and mission, it was practical to delay this process to allow the new president to lead the development of the new strategic plan as opposed to inheriting one. As such, the College developed a [Bridge Strategic Plan](#) to carry the College forward through 2023. The mission, vision, and guiding principles remain the same and will be reviewed again during the development of the new Strategic Plan.

In August 2022, Allen County Community College's Strategic Planning Team launched a new strategic planning process called "[Planning for a Brighter Future](#)". The process includes review of vision, mission, guiding principles, internal and external SCOT (Strengths, Challenges, Opportunities and Threats) Analyses, extensive research ([Allen Market Assessment Results](#) conducted by Clarus Corporation), and regular campus updates. The process will result in the development of strategic goals, measurable objectives, and key performance indicators consistent with college priorities. The process will conclude in March of 2023 and result in a newly developed plan to be implemented starting July 1, 2023.

**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.**

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

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

Guiding Principles to the emphasis of Allen's mission:

- Provide access to education without the limits of time, place, and distance. (Instruction)
- Enable learners to transfer college credit and successfully pursue an education at other institutions. (Instruction)
- Enable students to study career/technical education certificate and degree programs or upgrade work skills that prepare them for successful employment. (Scholarship)
- Enrich and encourage personal development through course offerings. (Creative Works)
- Prepare students for success in college-level work in reading, writing, and computational skills

- through developmental courses. (Instruction)
- Foster diversity within the student body, administration, faculty, and staff. (Cultural Purpose)
- Enrich the environment of students and those we serve by engaging them in social, intellectual, cultural, and recreational activities. (Public Service and Clinical Service)
- Support student retention and success through effective advisement and other support services. (Instruction and Scholarship)
- Enhance the student experience by incorporating intercollegiate activities in student life. ()
- Promote economic development. (Economic Development)
- Provide campus facilities that are safe, comfortable, and conducive to learning. (Cultural Purpose)
- Promote a program of continuous institutional improvement that ensures quality, effectiveness, and relevance. (Application of Research and Clinical Service)

The academic programs in the College catalog and website provide evidence of Allen's alignment of academic programming with the mission and Strategic Plan. The website provides additional evidence relative to each service department and academic program support of the mission. While few could quote the overall mission word-for-word, the core of Allen's mission, vision, and guiding principles is broadly understood and perpetuated among Allen employees: Quality Education in a Caring Atmosphere.

### **3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.**

The nature, scope, and intended constituents identifies Allen as an open access community college, thus providing its constituents with lower-division, undergraduate higher education and associated services. At the Iola and Burlingame campuses, the College serves a six-county, [state-defined service area](#). Online, the College delivers distance education and serves learners in more than [45 states and U.S. territories](#) annually.

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

Allen fully participates in the [Kansas Regents Shared Number](#) (KRSN) systemwide transfer of courses. Currently, 110 courses have been designated as transferrable systemwide and assigned a KRSN number by the Kansas Board of Regents. Allen offers 98 of these courses, guaranteeing that Allen students who successfully complete any of the KRSN courses that Allen offers will be able to transfer those courses to any Kansas public postsecondary institution offering an equivalent course.

The comprehensive offerings of programs align with the mission of the college and meet the diverse learning needs of the students and communities in the Allen service area, preparing students for transfer or entry into the workforce. Allen program offerings are listed on the website and in the [College catalog](#).

While more than 85% of course offerings at Allen are transfer in nature, the College moving forward is focused on adding a significant increase in Career and Technical Education (CTE) certificate programs. The [Associate in Arts](#) and [Associate in Science](#) degrees are Allen's designated transfer

degrees. Students completing these degrees will have fulfilled many, if not all, of the general education academic requirements at the Kansas public universities. Allen has transfer articulations through the KRSN systemwide transfer courses with the six Kansas public universities and Washburn University.

Student Affairs consistently supports the college mission both developmentally and academically at all four locations. The student success center provides guidance in the onboarding through advising and New Student Orientation. Allen implements a retention tool that allows for early identification and intervention of students experiencing challenges academically and otherwise. To serve such a diverse set of students, Allen offers a broad array of student support services through the library, tutoring center, public speaking & presentation tutoring, Writing Center, and NetTutor. The Allen Academic Support Center provides learning support through tutoring, workshops, and structured study groups.

New to Allen in 2022 is the [mySSP](#) mental health APP and counselors who provide services to help students understand and adjust to college life and expectations, as well as provide referrals to behavioral and mental health services outside of the college.

#### **4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.**

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

Allen is committed to providing excellent [academic support](#) for its students, regardless of the course, program, or modality of instruction. Allen's academic support services reinforce learning by providing supplements to students' instructional experiences. The Writing Center is available at both campuses and provides access to professional and peer tutors. The Writing Center offers students both onsite tutoring and an Online Writing Lab (OWL), where students can submit papers online for review and suggestions. Allen's Communication Department offers help for students preparing for public speaking assignments.

Allen also offers peer tutoring in mathematics and the sciences. Online math tutoring is being developed to serve students virtually.

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

Allen students have access to detailed [Program of Study Sheets](#), outlining courses required and recommended sequences of courses for each certificate and associate degree program, as well as links to direct transfer program information at Kansas public universities. Knowledgeable advisors assist in enrollment and transfer opportunities for all students led by the Director of Advising and Enrollment position.

Allen's [enrollment profile](#) is consistent with its mission. Per the most recent IPEDS Fall Enrollment Survey, the largest percentage of students are traditional-age students of less than 24 years (85%), which includes high school student enrollments (17.2%). Non-traditional students aged 25+ (15%) make up the rest of the student demographic. The age demographic reflects Allen's Guiding Principles regarding transfer credits, career and technical education, and personal development, as well as its commitment to serve as an economic resource to the communities it serves.

The Allen 2017-2022 Strategic Plan contained the goal of raising awareness of diversity, equity, and inclusion, as well as developing opportunities and reducing barriers for all who live, learn, study and work at Allen Community College. In 2018 the College initiated the Diversity, Equity, and Inclusion Committee to guide the college to successful completion of this strategic goal. The committee is charged with the research, discussion, education, and promotion of diversity, equity, and inclusion of all people at the College toward creating an even more vibrant culture and welcoming atmosphere.

**5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.**

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

The Mission statement is available for students, staff, faculty, and the public to view on the college's website. Also included in the web page containing the mission are the mission, vision, and Guiding Principles. The college's mission is displayed on digital screens that are a resource to students for college-wide announcements and a way to convey pertinent information to the college at large.

## Sources

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- AA\_Degree2021
- Academic Programs
- Academic Programs Web KBOR
- Academic Support Web
- All-College Convocation Agenda Fall 2022
- Allen KRSN Courses
- AllenCommunityCollegePPT-Results Summary-6-28-21
- AS\_Degree2021
- Comprehensive Strategic Planning Timeline 2022-2023
- Enrollment Profile
- KS CC Service Area Map
- Mission Vision from Website
- Missions Statement
- MySSP Web
- Program Sheet - Leadership Studies

- SP22 Exclusive Online Learners
- Strategic Plan 2017-2022 (1)
- Strategic Planning Bridge 2022
- Strategic Planning Team 2017 Revised.pdf

## 1.B - Core Component 1.B

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

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

### Argument

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#### **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.**

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

To serve the public good, [educational programs must be accessible](#). Geographically, courses and programs are available at the College's residential campus in Iola, Kansas, at the southern end of the College's service area; as well, courses and programs are available at the College's commuter campus in Burlingame, Kansas, at the northern end of the College's service area. General education and career and technical education courses are available to qualifying secondary students through the Concurrent Enrollment Program and through dual credit online learning options.

Courses and programs are accessible through Online Learning across the geographic region and beyond. The institution demonstrates its commitment to accessibility by providing developmental education in [reading and writing](#), [mathematics](#), and [college study skills](#). Workplace training further demonstrates commitment to the public good and the occupational skills development of constituents.

Allen County Community College is committed to assisting individuals with disabilities in achieving their educational goals with accessibility onsite and online, as well as appropriate accommodations and services based on individual need. Allen's learning management system and website provide accessibility following the Web Content Accessibility Guidelines (WCAG) standards and physical improvements have been made to better meet students' needs. The College also provides a variety of accommodations for individual students such as extended time, sign language interpreters, note takers, and assistive technology.

To serve the public good, [educational programs must be affordable](#). Allen continually demonstrates

this commitment to the public good by maintaining tuition and student fees at levels among the lowest in the State of Kansas. Of note, the College has kept in-state and out-of-state costs to students at the same rate (without a differential between the two levels) for over a decade. The College will put in place [new tuition](#) and student fees that will take effect fall 2023.

Quality education in a caring atmosphere provides the perfect performance measure for Allen to demonstrate its commitment to the public good.

Allen connects with its community in several ways. The [Allen Endowment Association](#) works with graduates, and the college offers college-level courses to high school students in its service area, offers courses through its Community Education program, encourages civic engagement through workshops, schedules youth programs, encourages service learning and offers special programs and events.

**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.**

Allen's Board of Trustees, through [intentional actions and decisions](#), makes every effort to approve programs and certificates that meet the needs of students, the community, and partners; provides affordable, accessible, and quality education; and drives dynamic economic mobility in the lives of students. Educational responsibilities are the primary function of Allen County Community College. As a public community college, the institution has no financial investors for which to generate returns or dividends. The institution has no private parent organization and no financially supporting external interests.

**3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.**

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

Allen responds to the needs of the local community by providing workforce training to area businesses and organizations including Monarch Cement, Sonic Equipment, Russell Stover, and the City of Iola. Training is provided either at the company's facility or on campus. In 2018-2019, the College conducted a seven-month Leadership Training for the twenty-eight Directors and Assistant Directors for the City of Iola, including the Fire Chief, Police Chief, and the Director of Parks and Recreation, for example. This training was provided at the request of the City of Iola, which approached the College requesting both [Leadership Training](#) for the Directors and Assistant Directors, and Customer Service Training for the employees who engage directly with the public.

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

- Allen County Commissioners
- Allen County Animal Rescue Foundation
- ANW Coop (Special Education Cooperative)
- CASA 31st Judicial District (Court Appointed Special Advocates)
- City Council of Iola
- Iola Chamber of Commerce
- Iola Industries
- Thrive Allen County
- USD 257 Board of Education

## Sources

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- 2022-2023 Tuition and Fees Web
- BOT Minutes 4-20-2021
- Burligame Operations Intentional Actions and Decisions.pdf
- CCO COL040 Integrated Reading and Writing - Copy
- CCO MAT015 Elementary Algebra 2022 - Copy
- CCO SSC105 Mastering Study Skills - Copy
- City of Iola Leadership Academy Topics
- Endowment Webpage Screenshot
- SP22 Exclusive Online Learners
- tuition 23-24

## 1.C - Core Component 1.C

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

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

### Argument

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#### **1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.**

Allen has planned and executed various initiatives, services, and programming that encourage curricular or cocurricular activities that prepare students for citizenship and workplace success. The College is strategic about its promotion of [diversity, equity, and inclusion](#) with students and employees including age, gender identity, sexual orientation, veteran status, cultural background, political affiliation, citizenship, international status, and full or part-time student enrollment status.

During the 2022-2023 academic year, the Student Life Office and Business faculty implemented the Allen Entrepreneurship Challenge. This included an Elevator Challenge for students in the fall and an Entrepreneurship Challenge in the spring semester. Local business leaders and high school students will also be involved as judges for these events. Those who win the challenge at Allen can participate in the Kansas Entrepreneurship Challenge.

#### **2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.**

Allen continues to implement and identify opportunities to improve processes and activities that demonstrate [inclusive and equitable treatment](#) of diverse populations. Our geographic area poses challenges but still Allen strives to provide diverse role models for its students through its hiring systems and practices as an Equal Opportunity Employer. While the diversity of its faculty and staff in terms of ethnicity and race will ebb and flow, the economy and demographics of the region can hinder the overall diversity of college personnel.

In its search for a new president, Allen was intentional about advertising in the diversity section of [higheredjobs.com](#). The three final candidates included a female candidate, a black candidate and an LGBTQIA+ candidate. The candidate selected as the best fit to lead Allen into the future as President of the College brings a much-welcomed diversity into the administration at Allen in terms of race and professional background.

Additional activities that celebrate the diversity of Allen's student body include a monthly international dinner in the cafeteria highlighting culinary staples of one of the countries represented by students in the residence halls. This effort, coordinated by the Student Life office and Great Western Dining (GWD), has the student(s) of the selected country to be highlighted meet with food service to discuss common foods of that region and determine a menu. GWD then creates recipes to accommodate large-scale service. Comments have been overwhelmingly positive from students and employees, who thoroughly enjoy celebrating the diversity of our students through food. There are some menu items that have become more regular selections because of the positive feedback from the cafeteria's patrons.

During the 2022-2023 academic year, Student Life, along with the DEI committee and the library are planning a film series to celebrate monthly cultural observances. During each month, two films will be shown that celebrate the theme. The films were selected specifically, not only for their entertainment value but also for the educational value they offer for the following:

- Hispanic Heritage Month – September
- LGBTQIA+ Pride Month – October (June is the actual month)
- Black History Month – February
- Women's History Month – March
- Sexual Assault Awareness Month - April
- AAPI Heritage Month – May

The College celebrated National Coming Out Day on October 12, 2022, with a speaker who shared his personal story.

To further promote diversity among students, Allen offers a variety of [clubs and organizations](#) for students. While many are active each year and encourage the development of interests and talent (i.e., Art, Band, Drama), others are active as student interest prescribes.

As stated in Guiding Principle 6 of the college's mission statement, Allen serves diverse learners through its multiple campuses and course delivery options. The College has two campuses, located approximately 80 miles apart, and a well-developed online learning program.

Allen's Burlingame Campus provides block scheduling to address the needs of its students, who are more likely to study part-time and work full-time in addition to attending college. In the fall 2023, Allen will increase course offerings in hybrid and HyFlex modalities to diversify educational flexibility even more.

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

Allen promotes diversity in its student body through intercollegiate athletics and activities. This is a priority as the Iola campus is in a small, rural town of approximately 5,300 residents with a census bureau statistic of 87% white alone. It is the intercollegiate athletic students who bring diversity to the campus, not only in race/ethnicity, but also in cultural backgrounds and experiences. The focused attention to bringing diversity to the Iola Campus through intercollegiate activities as well as the

purposeful attention to offering students a variety of modalities through the Burlingame Campus and Online Learning options, is reflected in the [overall diversity of the Allen student body](#) in terms of race/ethnicity as compared to the service area and age range of student 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.**

Allen is a promoter of diversity, equity, inclusion, ideas, and perspectives. The institution publicly displays its commitment to foster a climate of respect among students and employees of diverse backgrounds and perspectives through its Guiding Principles, and by encouraging respect for all students, faculty, and staff. Allen recognizes the lack of diversity among its [faculty and staff](#), the College sees this as an opportunity for improvement moving forward.

Allen County Community College's mission documents reflect both the understanding of a diverse society and the commitment to encouraging and supporting diversity as a core value of the institution. The vision statement further reflects this commitment to diverse backgrounds, ideas, and perspectives by stating that the College "...empowers and educates our students, faculty, and staff to embrace change, become lifelong learners, and take their place as productive members of the global community."

## Sources

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- AcknowledgementofTragediesintheBIPOCCommunity
- DEI Website
- Enrollment Profile
- FacStaff Demo
- Student Activities.pdf

## 1.S - Criterion 1 - Summary

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

### Summary

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Allen County Community College's mission is understood throughout the institution. Allen's mission is to communicate publicly to the College community and the College's constituents. The College's mission drives all aspects of its operations: planning, budgeting, policies and processes, academic programming and support services, and continuous improvement initiatives.

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

In addition, a key activity in AY 2022-2023 is the development of a comprehensive strategic plan that leads to a brighter future for Allen County Community College and its constituencies. The planning process is broad and inclusive of the College's internal and external stakeholders. One area of focus is seeking to improve the connections between Allen and the wider community it serves. Strategic plan implementation, tracking, and reporting of results is a high priority for the College,

### Sources

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*There are no sources.*

## 2 - Integrity: Ethical and Responsible Conduct

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

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

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

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

### Argument

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#### 1. The institution develops and the governing board adopts the mission.

The [mission, vision, and guiding principles](#) of Allen County Community College is reviewed and updated every five years as part of the strategic planning process that has been in place since 1997. In August 2022, Allen County Community College's new president launched a new strategic planning process called "[Planning for a Brighter Future](#)." The process includes review of vision, mission, guiding principles, internal and external SCOT (strengths, challenges, opportunities, and threats) analyses, extensive research ([Allen Market Assessment Results](#) conducted by Clarus Corporation), and regular campus updates. The process will result in the development of strategic goals, measurable objectives, and key performance indicators consistent with college priorities. The process will conclude in March of 2023 and result in a newly developed plan to be implemented starting July 1, 2023.

On August 11, 2022, an internal SCOT analysis was held with College employees during convocation. On November 30, 2022, an external SCOT analysis was held with community members and outside stakeholders. To kick off the spring 2023 All College Convocation members of President's Council [reviewed and discussed the results](#) of the internal and external SCOT analyses.

The development of the Mission Statement is a collaborative process inclusive of the institution and community and was developed through the college's shared governance process, allowing all internal and external stakeholders an opportunity to be thoughtful partners in its development.

The institution's Mission Statement clearly states the College's commitment to "accessible, affordable educational programs that enable students to reach their academic, occupational, and personal potential." The Guiding Principles that support the mission place emphasis on instruction, academic and skills preparation, student engagement, diversity, economic development, and continuous institutional improvement. The mission, vision, and guiding principles, as part of the Strategic Plan are approved by the Board of Trustees.

**Governing Board:** The Board of Trustees Policies and Procedures documents provide guidance to

members of the College community in matters of legal and ethical responsibilities. The Board of Trustees follows fair and ethical policies based on criteria established by the Association of Community College Trustees (ACCT). The College policy on [Trustee Ethics](#) is based on the ACCT Guide to Ethical Governance, and the College policy on [Trustee Roles and Responsibilities](#) is based on the ACCT document Governing Board Roles and Responsibilities. Administration, faculty, and staff all follow fair and ethical policies found within the [Faculty Handbook](#) and the [Staff Handbook](#).

## **2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.**

Allen County Community College ensures integrity in its functions through a variety of means including a highly inclusive structure of [Councils, Committees, Task Forces, and Work Groups](#), which includes Business Affairs Council, Academic Affairs Council, and Student Affairs Council for oversight; Curriculum Committee, Career and Technical Education Committee, Assessment of Student Learning Committee and Accreditation Committee for on-going work and transparency. Employees are expected to participate in at least two groups and are asked for their preferences. The College president or designee compiles this information and develops the groups at the beginning of each academic year. Councils and Committees meet monthly, with agendas and minutes posted on the myAllen portal for transparency. Task Forces and Work Groups meet as necessary with the same level of transparency of agendas and minutes. Each group is structured for information, discussion, and recommendations per their stated charge.

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

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

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

The College has a [single audit](#) completed annually by Jarred, Gilmore & Phillips, PA, to comply with the State of Kansas and Education Department requirements. The College addresses any concerns expressed by the Auditor General about weaknesses and deficiencies in our financial statements. Allen also conducts worker compensation and [athletics equity](#) audits each year. To help identify issues and more prompt corrective actions, the College is increasing resources in risk management and compliance.

**Academic:** The College operates with integrity through Board Policy for [academic honesty](#). Other examples of integrity include [Common Course Outlines](#) (templates, course outcomes), [Course Syllabi](#) (policy, templates), [Developing New Course of Study](#) (policy, processes, and templates) and [Program Review](#) (processes and templates).

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

**Human Resources:** The College operates with integrity with policies for personnel including [Non-Discrimination](#), a [Drug-Free Workplace](#), [Cultural Diversity](#), [Sexual Misconduct](#), and [Grievance Procedures](#). The [Human Resources office](#) oversees personnel functions which are guided by the [Faculty Master Agreement](#) and [Faculty](#) and [Staff](#) Handbooks.

Allen operates with integrity in its commitment to transparency of equity in athletics information as demonstrated on its public website in the posting of the Equity in Athletics Disclosure Act ([EADA](#)) report.

The College has a standing Benefits Committee that is tasked with “reviewing, discussing, evaluating, and recommending certain employee benefits to Allen County Community College.”

Human Resources operate with integrity to ensure that faculty hired meet HLC credentials for faculty qualifications. Once hired, faculty are expected to observe the [Master Faculty Agreement](#) and [Faculty Handbook](#) and specifically ethical standards. At the beginning of each academic year, full-time faculty members sign contracts subject to all rules, regulations, and policies of the Board of Trustees governing professional matters as outlined in the policies and procedures manual and state law. Once staff are hired, they adhere to the policies and procedures of the [Staff Handbook](#). Regular student and work study employees follow the guidelines of the [student employment work agreement](#).

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

**The Allen Bookstore:** To help reduce the cost of higher education to students, the Board of Trustees implemented a [Textbook Rental Policy](#) 30 years ago. The textbook rental fee (\$15/cr.hr. for 2022-2023) is included in the cost of the course, as noted in the [Textbook Rental Process](#) published on the Allen website. Students may be required to purchase a textbook or supplemental material for a few specialized courses. These courses are identified on the course schedule and the course and fee statement for transparency. The bookstore also provides students with the opportunity to purchase class supplies. The Bookstore Manager works with individual faculty members to have needed class supplies available. The responsibility of the College bookstore lies with the Vice President for

Academic Affairs.

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

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

**Foodservice:** The College contracts with Great Western Dining for foodservice. Allen has 10- and 19-meal plans available for students, depending on the building in which they reside. The students assigned to buildings with kitchen spaces have 10 meals included and students living in the more traditional style of housing have 19 meals. Students on the 10-meal plan can also purchase more meals if a larger meal plan is desired.

## Sources

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- 2022 EADA Survey
- Academic Honesty Policy
- Acct Audit and Pmt of Bills Policy
- ALLEN COUNTY COMMUNITY COLLEGE Audit 21-22.pdf
- AllenCommunityCollegePPT-Results Summary-6-28-21
- Assessment Day Agenda August 2022
- Board Policy Budgeting Process
- Budget Admin and Purchasing Policy
- Common Course Outline Template
- Comprehensive Strategic Planning Timeline 2022-2023
- Councils Committees Task Forces Work Groups 22-23 - Titles Only.pdf
- Course and Program Development
- Cultural Diversity Policy
- Drug-Free Workplace Policy
- Early Student Progress Reports Policy
- Employee Kickbacks Refunds Discounts Policy
- Faculty Time Available Policy
- Grade Changes Policy
- Grievance Policy
- HR Specialist Position Description
- Investment of Funds Policy
- Master Agreement 21-23.pdf
- Mission Vision from Website
- Non-Discrimination Policy

- Payroll Policy
- Planning for a Brighter Future 2023
- Program Review Policy
- Res Hall Contract
- Residence Hall Director Orientation Fall 2022
- Sexual Misconduct Policy
- Strategic Planning Team 2017 Revised.pdf
- Student Appeal Process Policy
- Student Employment Work Agreement 22-23
- SyllabusTemplate
- TextBook Rental Policy
- TextBook Rental Website Information
- Trustee Ethics Policy
- Trustee Roles and Responsibilities Policy

## 2.B - Core Component 2.B

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

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

### Argument

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#### **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.**

The Allen County Community College website serves as the primary information source for prospective and current students as well as the public and employees. The myAllen portal provides additional information access tailored to current students and employees. Canvas LMS is used to provide information to students enrolled in both onsite and online courses. The College utilizes Regroup for emergencies as well as to text needed information to identified student groups.

**Programs:** The College Catalog, updated annually, is a comprehensive document that represents the academic offerings, requirements, support services, and costs to students, during a given year. It also details faculty and staff, governance structure, and accreditation relationships. The College website displays program information including [degrees available](#), [technical program outcomes](#), [four semester sequences of courses](#), and transfer equivalency information. For additional information on programs, the website includes [College Catalogs](#), (both the present and previous year), [Common Course Outlines](#), Kansas Regents Shared Number courses (for system wide transfer), [regional program options](#), [credit for military training](#), and [credit for prior learning](#). The information on the College website is designed purposely to aid students, faculty, advisors, high school counselors, university department chairs, college registrars, parents, and student support systems to understand Allen's programs and requirements.

In addition to the website, recruitment materials such as the [view book](#) provide information for prospective students and the public. Marketing materials and brochures are yet another source of program information.

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

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

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

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

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

**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.**

Students' educational experiences include community engagement through Work Study assignments, internships, and volunteerism. As part of the federal requirements for the Work Study program, several Allen students are assigned Work Study jobs in the community; student educational experiences at three elementary schools within Iola Public Schools, USD 257, include tutoring and reading with the children. Students intern with area agencies such as Thrive Allen County to learn aspects of community development.

Allen student athletic groups engage with the community through volunteerism and service learning. Allen Volleyball maintains a commitment to service at the Allen County Animal Rescue Facility (ACARF), Allen Baseball has helped to install children's playground equipment in Elsmore, Kansas, and Allen Men's Basketball visits elementary school classrooms and reads with the students. Students in classes engage with the community through specialized assignments such as [business plans](#) and graphic design [brochures](#).

All student athletes and coaching staff participate in the annual Adopt-a-Kid Christmas program for Allen County residents. The athletic programs fund-raise throughout the year, then every athletic program adopts three to four children from Allen County to purchase Christmas gifts for them. They strive to spend approximately \$50 per child with a combination of needs and wants the child has listed. In the fall 2021 semester, the Athletic Department began "High-Five Fridays" where student athletes, coaching staff, and the College mascot welcome elementary school students each Friday with a high-five and positive affirmations as they enter their school building.

A Guiding Principle of the College mission is to "promote economic development." As discussed in Core Component 1.A.2, Allen's past President served for many years as a Vice President and

Executive Board Member of Iola Industries, Inc. and as Iola Industries, Inc.'s representative to the Allen County Economic Development Committee, both dedicated to the economic development of the area. He also served as Board Secretary for the Local Area II Workforce Investment and Opportunities Board, which serves Allen's Northern Tier service area. The current President serves as an ex-officio member of the Iola Industries, Inc. Board of Directors. Additionally, the College is committed in this academic year and coming years to increasing internship and apprenticeship opportunities for its students in business and industry. The college is actively pursuing partnerships with area industries to provide workforce training opportunities for area workers.

## Sources

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- Admissions Information from Website
- Common Course Outline Template
- Costs and Fin Aid Website
- Credit for Prior Learning Website
- Degree Program Sheets AA AS AGS
- Military Educational Experience Credit.pdf
- Multi Campus Report
- OrganizationalChart.pdf
- Program Sheets Tech Progs
- Project.bookshelf.brofinal
- Quality Initiative Proposal
- Quality Initiative Report to HLC
- Quality Initiative Review from HLC
- Regional Program Options Website
- Role of Kansas Board of Regents Policy
- Student Right to Know Website
- Tech Program Outcomes Examples Web
- The Gym Attic Final Plan Jeffcoat
- Viewbook 2021-2022

## 2.C - Core Component 2.C

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

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

### Argument

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#### **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.**

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

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

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

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

The Board of Trustees is a county-wide, taxation district, six-member, elected body given authority for governance of the College by the voters in Allen County and by Kansas State Statute. The Kansas Board of Regents serves as a coordinating body for community colleges, technical colleges, and a

municipal university, while governing the state universities ([Board Policy 1-G-1.1](#)). The trustees are involved in the development, implementation, and evaluation of the College's [Strategic Plan](#). This Strategic Plan is used to preserve, enhance, and develop the institution. Through the Board of Trustees' regular meetings, approval of policies, approval of the budget, and evaluation of the president, the priorities of preserving and enhancing the institution are always present.

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

The regular, monthly Board of Trustees meetings are used to engage the governing board with both internal and external constituencies and to discuss issues and activities relevant to their interests. Each meeting agenda provides time for Patrons' Concerns, as well as reports from each of the administrative areas and academic deans. Patrons may bring concerns to the governing board by making previous arrangements to be placed on the agenda or simply by attending a regular meeting and being recognized by the chair during Patrons' Concerns. As an example, during the April 20, 2021, Board of Trustees meeting, representatives from Allen County Thrive addressed the Board regarding a request to build a walking and biking trail around the College. While they would pay for the initial construction of the trail, the College would be responsible for its upkeep and maintenance. As the [minutes of the meeting](#) reflect, the Board approved the request with a 6-0 vote.

Administrators (vice presidents and deans) share information from their areas of responsibility and may have individuals who report to them attend the meeting and make reports specific to their areas. The Strategic Planning process, which includes representatives of both internal and external constituencies, also provides time for direct Board of Trustees interaction with individuals from those internal and external constituencies in less formal, small group settings.

All governing board members have access to the College myAllen portal, access that the chair and senior administrators review annually with the board members. Through the myAllen portal, trustees may access College policies, written processes, and review agendas and minutes of all relevant internal constituencies.

### **4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties.**

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

As per [Kansas Statute](#), the Board of Trustees are elected for a four-year term. Two trustees' terms expire every two years to allow for continuity of the Board as well as opportunity for new members to be elected. Additionally, Board of Trustees meetings are required to be open to the public with notice provided to the public of when and where meetings will occur. These statutes ensure that the Board operates with transparency and without undue influence of others.

**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.**

Board of Trustees Policies and Procedures addressing [Trustee Ethics](#) and [Trustee Roles and Responsibilities](#) dictate that establishment of policies and evaluation of the president are the roles of the governing board, while administration of those policies is the responsibility of the president.

The board chair or vice-chair and president meet regularly outside of the regular Board of Trustees meetings. The president and vice-chair are active participants of the Kansas Association of Community College Trustees ([KACCT](#)). Other board members and the chair will occasionally use telephone or email communication to request information or make the president aware of a question or concern from themselves or the community. In the future, the Board will complete Board/Leadership Training based on an instrument developed by KASB and participate in an annual retreat to develop priorities for the upcoming academic year.

The Board of Trustees also acknowledges the role of the faculty in the oversight of academic matters and the College curriculum. The College has an Academic Senate, comprised of elected members who participate in governance through regular interactions with administration. Their deliberations result in a variety of recommendations on topics impacting the academic functions and future of the College. Faculty oversee student learning outcome assessment at the program, general education and course level. The Program Review process is led by faculty members with the results, such as data reviews, progress on previous goals, suggestions for improvement, and future goals presented to the Board of Trustees at regular meetings.

Through policy and administrative procedures, Allen faculty are charged with significant responsibility for academic matters. The Administration has delegated responsibility for curriculum to the Vice President for Academic Affairs, who has, in turn, established systems and processes for faculty to take the lead role as outlined in the [Curriculum procedures](#). Faculty has oversight of the Framework for [Faculty Qualifications, Disciplines and Subfields](#) in determining all faculty are appropriately qualified, including those in dual credit. The Framework provides a contextual structure by which to consider faculty credentials and create faculty assignments.

## Sources

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- Board of Trustee Composition Terms Open Meeting
- BOT Minutes 4-20-2021
- Councils Committees Task Forces Work Groups 22-23 - Titles Only.pdf
- CurriculumProcessAY2022-2023.pdf
- Faculty Qualifications
- KACCT KS Assoc. of Community Colleges.pdf
- October 22 BOT Minutes.pdf
- Role of Kansas Board of Regents Policy
- Strategic Plan 2017-2022 (1)
- Trustee Ethics Policy
- Trustee Roles and Responsibilities Policy

## 2.D - Core Component 2.D

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

### Argument

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

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

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

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

### Sources

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- Master Agreement 21-23.pdf

## 2.E - Core Component 2.E

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

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

### Argument

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#### **1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior, and fiscal accountability.**

In the 2017-2018 academic year, the College added the planned and developed Institutional Research and Reporting position to the College staff. In compliance with federal and state requirements, the College formed the [Institutional Review Board](#) to conduct a human subjects review prior to all implementation of college-sponsored research and requests for college data and information for the intended purpose of research toward educational attainment. The committee is comprised of a diverse group of faculty, staff, and administrators. The Vice President for Academic Affairs retains final approval of all IRB request.

Allen students are instructed in the responsible and ethical use of information sources, and are specifically instructed about plagiarism, academic integrity, cheating, and proper citation. The College library system also offers tutorials on scholarly practices for discovering information resources and conducting scholarly research.

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

As a community college, Allen's mission is focused on quality education in a caring atmosphere. In both the onsite and online classroom, Allen faculty acquire, discover, and apply knowledge responsibly, observing the standards of their disciplines learned in their undergraduate and graduate programs. These discipline standards are transferred on to students in instructional approaches to the classroom, learning outcomes, lessons, assignments, and feedback. Effective oversight in this acquisition, discovery, and application of knowledge is then provided by the faculty itself. In addition to the instructors, integrity in the acquisition and use of knowledge is taught by the College's professional librarians, who serve students, faculty and staff members, and community patrons.

Allen County Community College has expectations that employees conduct themselves professionally. Supporting this responsible acquisition and use of knowledge, the [Writing Center](#) coordinator and tutors are available to students, faculty, and staff members for consultation on the proper use and attribution of sources and documentation. An administrative level of support and

oversight resides with the Vice President for Academic Affairs, who provides oversight related to research and scholarly practice.

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

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

### **3. The institution provides students guidance in the ethics of research and use of information resources.**

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

Information literacy sessions are conducted by credentialed, master-degreed librarians. Additionally, students are enrolled in [Library Lessons \(LIB100\)](#) which is a non-credit-bearing course through our learning management system designed to help students learn the resources and services available in the library and how to successfully utilize them to improve their academic journey at Allen and beyond.

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

### **4. The institution enforces policies on academic honesty and integrity.**

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

## **Sources**

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- Academic Honesty Catalog
- Academic Honesty Policy
- Academic Support Web
- Causes for Dismissal Policy
- CCO COL102 English Comp II
- CCO SOC102 Sociology
- Councils Committees Task Forces Work Groups 22-23 - Titles Only.pdf
- CourseSyllabusLIB100 -- Fall22-1
- Information Literacy
- Syllabus COM101.SP22.01

## 2.S - Criterion 2 - Summary

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

### Summary

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Allen County Community College operates with integrity and clear ethics in its financial, academic, personnel, and auxiliary functions. Faculty, staff, and students are expected to adhere to local and national laws, policies, practices, and codes of conduct outlined in their respective handbooks.

The College's Policies and Procedures will be reviewed and updated in AY 2023-24 to set expectations for the future. The College's Councils, Committees, Task Forces, Work Groups and Constituency Groups foster college-wide shared governance. These structures allow for shared governance and lead to transparency in operations.

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

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

In the spirit of continuous improvement, in 2023, board members will engage in orientation and professional development activities to achieve the highest level of effectiveness. This will include attending such events as the Higher Learning Commission (HLC) and Kansas Association of Community College Trustees (KACCT) trainings and conferences. The Board will also complete a self-assessment during its annual retreat to develop priorities for the upcoming academic year.

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

### Sources

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*There are no sources.*

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

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

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

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

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

### Argument

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#### **1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.**

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

The College's academic curriculum is the faculty's responsibility. 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. [Recommendations on proposals](#) from the Curriculum Committee are then discussed in President's Council and recommended forward to the [Board of Trustees for approval](#).

The Curriculum Committee, the faculty, and the College utilize [Common Course Outlines](#) to document the curriculum at Allen County Community College. Common Course Outlines contain course information, description, documented learning outcomes, major content areas, types of assignments, and evaluation methods. Every course in the College Catalog and taught at Allen is guided by a Common Course Outline. The individual instructor's syllabus is then the enactment of that Common Course Outline. In the same way, the Curriculum Committee, the faculty, and advisor utilize [Program of Study Sheets](#) to document recommended sequences of courses, or programs of study, for students to follow. All academic programs at Allen are guided by approved Program

Sheets which contain a sequence of courses meeting the graduation requirements for a specific degree or certification with an emphasis in a specific discipline.

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

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

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

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

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

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

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

Each of the degree options offered by the College contains clearly articulated requirements for graduation, emphasizing the different goals of the degree. The Associate in Arts (AA) degree requires more credits in the Humanities and Social Sciences; the Associate in Science (AS) degree requires more credits in Mathematics and Physical and Life Sciences. These two options are for students who intend on transferring to baccalaureate institutions. The Associate of General Studies (AGS) degree offers students options for transferring or entering the workforce upon graduation.

During the fall 2022 semester the Curriculum Committee and the Academic Affairs Committee coordinated to revise the Associate of General Studies degree to better align with the other AGS degrees in the state.

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

Career and technical education AAS degree and certificate programs move through local Curriculum Committee and Board of Trustees approvals, then KBOR Technical Education Authority and on to Kansas Board of Regents for state approvals. Some career and technical education degree and certificate programs, such as the Associate in Applied Science in Information Networking Technology and the Computer and Network Support Technician Certificate have undergone the Kansas Board of Regents Program Alignment Process to maintain consistency among the programs at the different community colleges.

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

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

Course and program quality are also maintained through consistent Canvas Master Course Shells. Master Course Shells are designed for Online Learning courses by credentialed faculty. These shells are then copied and provided to all faculty members teaching the courses online. Instructors receiving the Master Course Shells may add to the curriculum content and revise features of the shell, but the module format and the student learning outcomes remain the same. Onsite courses are also supported by a Canvas course shell. During the fall 2022 semester, a designated work group began creating a document outlining [minimum instruction expectations](#) for all modalities. That work continues with the goal of implementation for the fall 2023 semester.

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

At the beginning of each semester, each Division Chair sets a specific time to meet with the adjunct

faculty to discuss textbook updates, assessment materials, changes in curriculum, and to answer questions the adjunct faculty may have. The Online Learning team schedules adjunct faculty meetings four times a year via Zoom to discuss collegewide updates, demonstrate innovative technologies, and share teaching and learning strategies. This is also an opportunity for other Allen staff to meet with adjunct faculty to share information and answer questions.

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## 3.B - Core Component 3.B

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

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

### Argument

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**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.**

Allen's [General Education Outcomes](#) are appropriate to the mission, educational offerings, and degree levels of the institution.

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

- degree completion and successful transfer to baccalaureate institutions
- degree completion and successful entry into the workforce
- degree completion and full participation in the communities the College serves, all as college-educated people.

Allen's general education program honors the College Mission and Guiding Principles by

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

The course offerings are appropriately at the 100- and 200-level of higher education and focus keenly on courses aligned statewide with core learning outcomes for systemwide transfer.

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

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

The general education program at Allen imparts broad knowledge based on intellectual concepts. The areas of knowledge within the general education program include

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

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

The College's general education program is built on a framework that balances the programs of external constituencies with the input of internal stakeholders. The Curriculum Committee is responsible for regularly reviewing the degree requirements to ensure that the degree requirements are up-to-date and serve students with quality educational programs. The learning outcomes of the courses that fulfill the areas of knowledge in the general education program are articulated on Common Course Outlines developed for each course and provided on the College website. The College's general education program focuses on [Systemwide Transfer Courses](#) with statewide, faculty-developed and agreed-upon learning outcomes. In the 11 years of the Kansas Board of Regents Transfer and Articulation Council, the emphasis has been on [seamless student transfer](#) of general education program and foundational survey courses at the lower-division undergraduate level. Allen County Community College has been instrumental in the creation of this [State of Kansas general education transfer curriculum](#), with faculty representation at every annual state-wide Kansas Core Outcomes Groups meeting and institutional representation on the KBOR Transfer and Articulation Council, with the vice president for Academic Affairs co-chairing the Council in AY 2016-2017. (On several occasions, statewide Kansas Core Outcomes Group (KCOG) faculty meetings started with Allen Common Course Outlines as their basis for developing shared learning outcomes.) In 2021-2022, the Dean of Academic Affairs co-chaired the Education KCOG meeting. The vice president for Academic Affairs, together with the vice president for Academic Affairs at KU, co-chaired a statewide committee that developed a new set of [General Education Requirements](#) to be implemented in the fall 2024 semester at all the state universities. Allen's Curriculum Committee is using those requirements to review and revise the requirements for the Associate of

Arts and the Associate of Science degrees. During the fall 2022 semester, these committees reviewed and revised the [Associate of General Studies](#) (AGS) Degree to bring it in better alignment with other AGS degrees across the state.

**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.**

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

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

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

- [AGR213 Agricultural Economics](#)
- [CJS100 Introduction to Criminal Justice](#)
- [ECE101 Early Childhood Growth and Development](#)
- [ECE211 Best Practices in Inclusion and Diversity](#)

Beyond its curriculum, Allen County Community College has a long history of valuing diversity, equity, and inclusion. The student body is comprised of learners from [across the globe](#). The College continues to strive to improve the diversity of its faculty, staff, and governing board.

The College formed a Diversity, Equity, and Inclusion Task Force for AY 2018-2019 to explore how Allen might develop and improve to become an even more welcoming and caring institution. This task force became a standing committee in AY 2020. The committee enacts several of the Guiding Principles of the College mission and addresses goal areas of the Strategic Plan. In an effort to bolster its work, the committee was granted a budget for AY 2022-2023 aimed at increasing educational opportunities for students, faculty, and staff.

**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.**

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

sharing of learning with their communities.

Publication is not a condition of employment at the College; however, this engagement with academic and journalistic communities is recognized and commended.

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

[The Flame](#) online student newspaper is a venue for student journalistic writing and is connected to both courses and activities in the Communication program.

## Sources

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- The Flame

## 3.C - Core Component 3.C

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

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

### Argument

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#### **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.**

Allen strives to identify opportunities to continue to diversify its faculty and staff. Although its geographic area poses challenges, Allen aspires to provide diverse role models for its students through its hiring systems and practices as an Equal Opportunity Employer. While the diversity of its faculty and staff in terms of ethnicity and race will ebb and flow, the economy and demographics of the region can hinder the overall diversity of college personnel.

During the search for a new president in 2021, Allen was intentional about advertising for a diverse pool of candidates. Allen continues to advertise in recruitment outlets to attract diverse candidates for all vacant positions.

#### **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.**

Allen County Community College employs the faculty and instructional staff needed to fulfill the classroom and non-classroom roles expected of higher education faculty. The College maintains course enrollment maximums of 25 students or below per course section in all modalities so that faculty members may instruct and serve their students in accordance with the College's mission of providing quality education in a caring atmosphere. Likewise, [full-time faculty assignment load](#)

consists of 15 credits per semester (or 30 credits per academic year), with the opportunity to teach up to 6 credit hours of assignment overload per semester. This limitation of a maximum 21 credit assignment load further ensures quality instruction. Additionally, approximately one-third of full-time faculty have taught at Allen for more than 20 years, one-third have between 10 and 19 years at Allen and one-third have less than 10 years. This balance serves the College well for continuity and fresh perspectives on teaching and assessment.

Faculty are charged with maintaining the current and relevant curriculum at the College. [Course and program proposals](#) or revisions are drafted by the faculty or instructional staff initiator and discussed with program colleagues or academic division members, the division chair, and the appropriate dean before submission to the [Curriculum Committee](#) for consideration. Faculty members are expected to maintain good relationships with academic discipline colleagues at both the secondary and post-secondary levels so that Allen instructors are knowledgeable about current expectations in their curricular areas to build and maintain high-quality courses and programs.

Faculty instructing in career and technical education are responsible for maintaining similar currency and relevancy with the expectations of businesses and industries in the region. The Curriculum Committee membership at Allen includes faculty division chairs and full-time faculty members-at-large representing different academic disciplines. The curriculum proposal process moves from the faculty or instructional staff initiator to colleagues and the academic division, the Curriculum Committee, the President's Council, and then to the Board of Trustees for approval.

Allen County Community College instructors participate in four levels of Student Learning Assessment: Classroom Assessment, Course Assessment, Program Assessment, and General Education Assessment. Instructors consistently engage in Classroom Assessment in all modalities of instruction to gain insight into student understanding of lesson concepts. [Course Assessment](#) is conducted by instructors selecting a competency within a student learning outcome of a course, selecting a method of assessing student learning of the competency, and then reporting on the assessment, results, and [improvements](#). Reports are reviewed and discussed by division faculty during [Assessment Day sessions](#).

For some courses where there are multiple sections taught by multiple faculty members, all instructors teaching the course may assess the same competency. In this situation, comparative data may be used for discussion during Assessment Day. With the drafting of Program Learning Outcomes and [mapping the outcomes](#) to program courses in the Career and Technical Education programs, program assessment for Technical Programs is ongoing. As one aspect of Program Review for all programs, faculty members annually examine and discuss student learning data with the College's academic deans and institutional research person. This occurs during the fall semester each year and is included in the Program Review conducted every three years.

General Education Assessment continues to evolve and guides the divisions toward continuous improvement. In 2019 the College added two additional [General Education outcomes](#) to the three original outcomes.

### **3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.**

The College utilizes a Framework for [Faculty Qualifications, Disciplines and Subfields](#) built upon the National Center for Education Statistics: Classification of Instructional Programs (CIP Codes); HLC's "Determining Qualified Faculty: Guidelines for Institutions and Peer Reviewers;" Kansas

Board of Regents university catalogs, Kansas Higher Education Data System data reporting parameters; and higher education precedence in the State of Kansas. The Framework was built in consultation with Kansas Board of Regents Academic Affairs staff members and presented to the Kansas Council of Instructional Administrators in conference at Washburn University in the fall of 2015. Also in attendance at the Framework presentation were Washburn University academic administrators; Washburn University is Allen County Community College's primary transfer institution.

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

Allen County Community College strives to employ [faculty](#) who are content experts with an instructional focus on student success.

Allen County Community College has developed systems and processes to ensure that faculty possess the required credentials for the courses they teach. During the College's reconsideration of faculty qualifications in 2015 and 2016, Allen identified a group of instructors, adjunct instructors in the state's Concurrent Enrollment Program (college courses taught onsite by high school teachers in the high schools) who did not meet the Framework qualifications. The College systematically addressed faculty qualifications with the instructors and encouraged professional development through the attainment of additional graduate credit hours or the completion of a master's degree. Seventeen (17) individuals selected not to pursue additional graduate hours, a master's degree, and/or were unable to continue teaching with the College. Twelve (12) individuals elected to pursue the required credentials for continued employment. To date, all CEP (Concurrent Enrollment Partnerships) instructors have obtained the required credentials.

#### **4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.**

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

During negotiations between the administration and faculty in the 2020-2021 academic year, the College agreed to create a work group to review and revise the administrative evaluation process and instrument. From that negotiation, a work group was formed with representatives from the faculty academic divisions and administration and began revision in fall 2022. The completed revision of the process and instrument will be voted on by faculty and presented to the Board of Trustees during the

spring 2023 semester.

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

All Allen full-time and adjunct instructors receive the benefit of student feedback through [Student Evaluations of Instruction](#). Each instructor receives student feedback through evaluation in one course section each semester, in accordance with policy (onsite and online). Full-time and long-standing adjunct instructors (10+ years) are asked from which course section they would like student feedback. Adjunct instructors serving the College for a shorter time or who may teach one course section have their selected course identified by the supervising dean. Student Evaluations of Instruction are conducted electronically in students' myAllen portals, with feedback available to instructors in their employee portals the day after final grades are due. Student Evaluations of Instruction have been conducted electronically for eight years, with student response rates hovering in the 18-24% range. While these response rates are typical, even positive, for electronic surveys, the College has researched, discussed, and encouraged practices toward improving these response rates. All Student Evaluations of Instruction documentation for both full-time and adjunct instructors is reviewed by the vice president for Academic Affairs, with significantly positive feedback or trends of concern called to the attention of the supervising academic dean. The dean follows up with the faculty member and reports back to the vice president for Academic Affairs. If trends show a concern, a process is in place to develop an [Action Plan for Improvement](#). This process has been successfully implemented twice since 2012.

##### **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.**

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

The College encourages both faculty and staff members to advance in [educational attainment](#), as evidenced by the Board of Trustees policy on [Salary Schedule Movement](#). This policy, and its ensuing processes, reward faculty and staff members for the attainment of the master's degree beyond the baccalaureate degree, for incremental steps of additional graduate credit beyond the master's degree, for the doctoral degree, and incremental steps beyond. This salary movement, most often in

monetary increments of \$1,000, is added to the employee's base salary. In keeping with the policy and its intended spirit, the College is caring and accommodating as faculty pursue further educational attainment by including three educational development days in the context of their professional development package.

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

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

The College focuses convocation themes and sessions for faculty on effective teaching and instructional innovations. Convocation division breakouts and monthly academic division meetings provide opportunities for faculty members to share current developments in their disciplines and to discuss course and program student learning outcomes. At the beginning of each semester, each Division Chair sets a specific time to meet with the adjunct faculty to discuss textbook updates, assessment materials, changes in curriculum, and to answer questions the adjunct faculty may have. The Online Learning team schedules adjunct faculty meetings four times a year via Zoom to discuss collegewide updates, demonstrate new technologies, and share teaching and learning strategies. This is also an opportunity for other Allen staff to meet with adjunct faculty to share information and answer questions.

Adjunct instructors with Allen benefit from the [Adjunct Faculty Professional Development Incentive Program](#) through which they may earn a stipend for attending adjunct faculty meetings, academic division meetings, and approved workshops and trainings. All adjunct instructors, inclusive of campus, online, and concurrent, are eligible for the incentive program

## **6. Instructors are accessible for student inquiry.**

Allen instructors are accessible for student inquiry. In 2014, College administration and faculty leadership set about revising the Board of Trustees policy guiding faculty time. Included in the work week responsibilities noted for full-time faculty in the revised policy is “Student time / available presence.” Available presence is the phrase used to acknowledge that the term “office hours” is insufficient to denote how contemporary faculty are accessible for student inquiry. Full-time instructors have [scheduled available presence](#) for student inquiry outside of regular and overload course assignments spread across each week during the semester, at a rate of one (1) clock hour for every three (3) credits hours of course assignment. This available presence is scheduled time available for communication between instructors and students onsite or through appropriate electronic means.

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

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

**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.**

Staff members at the College are appropriately qualified, trained, and supported in their professional development. The Writing Center professional coordinator is appropriately credentialed in his academic area. He is supported in his professional development through conference attendance, workshops, and training. Staff members in Student Affairs and in Academic Support are appropriately qualified for their roles, with college coordinators holding bachelor's degrees or higher and most College directors holding master's degrees or higher. These staff members are supported in their professional development in the same way that faculty members are supported, through conference attendance, training, membership in professional organizations, and twice annual College convocation sessions. Allen employees attend various statewide conferences such as Kansas Association of Collegiate Registrars and Admissions Officers (KACRAO), Kansas Association of Business Officers (KASBO), Kansas Association of Community College Trustees (KACCT), and Kansas Community College Leadership Institute (KCCLI). The most recent conference attended was [NASFAA Leadership Conference 2023](#), this conference was attended by the Assistant Director of Financial Aid.

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- Faculty listing for SP23
- Faculty Office Hours
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- Master Agreement 21-23
- NASFAA Leadership 2023 Agenda At-A-Glance
- PRO126.SP22.01 IAP.pdf
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- Program Outcomes Course Mapping - AG
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## 3.D - Core Component 3.D

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

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

### Argument

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

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

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

#### **Admissions and Advising**

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

#### **Financial Aid**

The Financial Aid office at Allen assists students with obtaining both federal and institutional aid including grants, loans, scholarships, and student employment. Allen County Community College participates in the Pell Grant program, Federal Supplemental Education Opportunity Grant (FSEOG) program, Federal Work-Study program, and the Direct Loan program. Allen also provides three levels of academic scholarships, activity scholarships, athletic scholarships, grants for residents of

Allen County, summer developmental education scholarships, and tuition remission grants for employees and their families. The College has four full-time financial aid staff members who work on the Iola and Burlingame campuses to assist students in funding their education.

### **Academic Support**

The [Academic Support division](#) at Allen consists of two credentialed librarians and the Writing Center coordinator. Formed in the fall of 2016, under the leadership of the Library Director, the division was a purposeful means in which to coordinate and strengthen student academic support efforts and increase student retention and completion. The division meets monthly to coordinate and discuss how to support students' academic pursuits through tutoring, information literacy instruction, research assistance, and by monitoring students designated by the Early Student Progress System as underperforming in their coursework.

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

The **Allen Writing Center** strives to serve the entire college community – students, faculty, and staff – and patrons of Allen by aiding with any writing tasks they have. **Tutoring** is available online 24/7 to all students for all Allen classes. Professional and peer tutors provide math and science tutoring in person at both the Iola and Burlingame campuses. Public speaking and presentation tutoring is provided by communication instructors online and onsite.

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

### **Placement**

Allen has conducted extensive, purposeful work on placement for continuous quality improvement. In addition to utilizing ACT test scores for placement, the College's [placement policy](#) and process offers students the ACCUPLACER assessment tool for placement in English, mathematics, or science courses. Students who have completed the GED test or graduated from high school in the past five years also may place into these courses based on their grade point average or GED score. Allen's policy aligns with the [Kansas Board of Regents Placement/Assessment Guidelines](#).

### **Developmental Education**

Allen offers developmental classes in both mathematics and writing/reading for students who need to enhance their skills to be successful in the college level math or English classes. Allen offers one developmental math course: Elementary Algebra. In English, the College offers an Integrated Reading and Writing course. A Pre-Composition course will be offered in the fall 2023 semester.

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

Allen students are assigned an academic advisor based on their area of interest upon admission. Professional and faculty advisors assist students to determine which courses will be needed to

complete their degree, emphasis area, or certificate of choice. Formal advising begins two weeks before open enrollment for each academic term. During this time, students are encouraged to meet with their advisors to ensure they are meeting the requirements of their degree or certificate and to plan future semesters of enrollment.

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

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

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

### **Technological Infrastructure**

To support teaching and learning, the College prioritizes its technological infrastructure with the use of technology plans. The College completed its first five-year technology plan in 2018 and implemented a second five-year plan, again with Peak Uptime, for 2018-2023. These plans have resulted in improved network infrastructure, an email system, improved wireless network coverage on both campuses, a voice-over-internet protocol (IP) phone system, a more robust LMS (Learning Management System) system, and improved efficiency in student services.

### **Science Laboratories**

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

### **Library**

The Allen College Library provides support for teaching and learning through its collection, databases, and services. The Allen College Library holds a diverse and robust collection of materials. The [collection development policy](#) focuses on the primary goal of meeting students'

academic needs. To accomplish these goals of supporting the College curriculum, acquisitions are made to complement learning outcomes detailed in the Common Course Outlines. Although materials of an academic nature are the cornerstone of the collection, the Allen Library has a recreational resource collection, which includes young adult fiction, board games, graphic novels, and DVDs. These recreational materials are meant to enhance the students' personal curiosities and provide entertainment for the community. Library materials are selected using a combination of professional reviews, faculty and staff recommendations, recommended subject lists, and suggestions by students and other library patrons. Once selected, materials are evaluated on several fronts:

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

### **Performance Spaces**

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

A dedicated space in the new addition to the Student Center provides an additional area with flexibility for performances and speakers. An outdoor performance area was also a part of the Student Center renovation.

### **Clinical Practice Sites**

Clinical instruction for Allied Health at Allen takes place in several long-term care facilities in Kansas. Facilities are carefully vetted by Allen staff and adjunct faculty who instruct the courses. Facilities are often selected by instructors who have previously worked in or with the facility, which gives instructors valuable knowledge regarding the day-to-day operation and the quality of opportunities available at the facility. Each course that includes clinicals must be approved by the Kansas Department of Aging and Disability Services (KDADS), which includes approval of the facility in which the clinicals will be held. If the facility has been evaluated by the Kansas Department of Health and Environment and has been found to have deficiencies, Allen is required to submit documentation assuring that quality instruction and clinical experience is still available if the course will be held at that specific facility. The Allen Allied Health coordinator observes clinical instruction, for courses offered in the facilities, on a rotational basis. This method ensures quality education and instruction is being offered at the different locations. Due to the pandemic, our Allied Health coordinator was unable to enter the facilities. Following the pandemic, the Allied Health coordinator resigned and the search for a replacement has been unsuccessful. Moving forward, we have hired a [Course Supervisor](#), per the Kansas Department of Aging and Disability Services, to assist with these responsibilities.

## Sources

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- 2021\_Placement\_Assessment\_Guidelines\_Final
- Academic Placement
- Academic Support Web
- Admissions Information from Website.pdf
- Course-Supervisor-Application
- Library Policies
- MySSP Web
- Viewbook 2021-2022

## 3.S - Criterion 3 - Summary

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

### Summary

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Allen County Community College provides quality education in a caring atmosphere. In honoring the Guiding Principle of its mission, the College “provides access to education without the limits of time, place, and distance.” Allen’s robust academic structures and processes assure quality, alignment, transferability, and relevance of academic courses and programs. The College’s general education program is built on a framework of alignment with Kansas Board of Regents (KBOR) universities’ general education programs and KBOR policies, as well as relevance to business and industry expectations.

The college performs assessments to ensure appropriate levels of student performance, and program quality and learning goals are consistent across all modes of delivery and all locations. The College values human and cultural diversity and inclusion among its governing board, faculty and staff, students, and their communities.

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

Faculty are responsible for developing and implementing the College curriculum and are central to assessing student learning. Full-time and adjunct faculty are evaluated through established College policies and processes. All faculty are evaluated and provided feedback both by academic administrators and students.

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

### Sources

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*There are no sources.*

## 4 - Teaching and Learning: Evaluation and Improvement

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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

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The institution ensures the quality of its educational offerings.

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

### Argument

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#### 1. The institution maintains a practice of regular program reviews and acts upon the findings.

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

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

Degrees and certificates (programmatic curriculum)

Common Course Outlines (course-specific curriculum)

[Assignment Grids](#) (aligning faculty assignments with learning outcomes)

## [SWOT Interplay Grids](#)

Pertinent data and data tables

## [Narrative questions](#)

- Alignment with the College mission and guiding principles
- Student learning assessment data analysis
- Program goals and budgetary considerations
- Program/[Library Collection documentation](#) and assessments

The faculty-led, on-going process of academic Program Review is addressed by the academic division. Each academic division determines how it wants to organize its program review. This might include addressing the process as a whole division, by academic programs within the division, by developmental-level coursework or college-level coursework, etc. Academic deans serve as resource persons throughout the process. Academic areas include:

- Business, Technology, and Agriculture
- Communication and Fine Arts
- English
- [Mathematics](#)
- Physical and Life Sciences and Allied Health
- Social and Behavioral Sciences and Humanities.

The [Program Review cycle](#) includes an annual review of data and a three-year formal review. Allen continues to work to ensure that Program Reviews are meaningful to the department for planning. As departments culminate their formal review in the program review cycle, the department faculty reviews the complete document with the vice president for Academic Affairs and president of the College. This formal review with top administrators ensures that the department is on track with its goals and that department-level strategies and budgetary needs are discussed with administrators. This ensures consideration as Strategic Planning and annual budgets are developed and addressed.

As an example of the links among program review, strategic planning, and budgeting, the Social and Behavioral Sciences Division recognized a need for a full-time [criminal justice studies coordinator](#). The position was approved by the Board of Trustees in [June 2021](#). After a successful search, the coordinator began fall 2021.

Another example: the communication and fine arts division recognized a need to offer COM201 Mass Communication in Society in the online modality. The course was offered in this modality for the first time in [fall 2020](#).

## **2. The institution evaluates all the credit that its transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.**

Allen has 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). The College policies and practices align with the KBOR (Kansas Board of Regents) [Credit for Prior Learning Guidelines](#). In 2021-2022, Allen awarded 119 credit hours in CPL.

In addition, Allen offers up to 31 credit hours for military training documented on an MOS (Military Occupational Specialty). Twenty-three programs are eligible for credit at Allen. Information about military credit for training is available to students on [Allen's website](#) and the [Kansas Board of Regents' website](#).

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

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

**4. The institution maintains and exercises authority over 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.**

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

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

Common Course Outlines are maintained on the College website under the Academics page. Program Sheets are also maintained on the College website under the Academics page, and the recommended sequence of courses for specific programs are shown in the College Catalog via the website.

Access to learning resources and materials and Academic Support functions are addressed through the Academic Affairs Council. Allen maintains a textbook rental program across the College, where faculty members collaboratively select the texts for specific courses. All 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. The College utilizes a [Framework for Faculty Qualifications](#) based on the federal Department of Education CIP code classifications.

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

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

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

The College has no academic programs requiring specialized accreditation currently.

**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.**

Annually, the College submits a Follow-Up Report to KBOR with information about the credentials earned, transfers out, employment and wage rates for career and technical education (CTE) concentrators. Historically, approximately 85% of Allen's credit hours are transferred in nature; however, Allen does offer some CTE programs. On the most recent [Follow-Up Report](#), 75 of the 119 students were completers of the Allied Health short-term programs (CNA, CMA, HHA) and 100% earned a credential. Allen is presently researching expanding CTE program offerings.

For students in transfer programs, Allen monitors transfer rates in several ways. The IPEDS (Integrated Postsecondary Education Data System) Feedback Report is reviewed and discussed at President's Council annually, including graduation and transfer rates compared to a peer group of 23 Kansas community and technical colleges. For several years, Allen has monitored and worked to improve the employment and transfer rates of Allen graduates in Kansas through the [KBOR Performance Agreement Report](#). Through the same report, Allen seeks to improve the [Success Index Rate](#) of students, which monitors retention, graduation, and system-wide transfer of Allen students. Allen also benchmarks graduation and transfer rates through participation in the [National Community College Benchmarking Project](#) (NCCBP). Through this, the College is gathering both national results and a peer group of similar institutions, who are also accredited by HLC (Higher Learning Commission).

## Sources

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- Academic Program Review Calendar 2020-2029
- CCO LDR101 Principles of Leadership
- CJS Position Approval
- COM201
- Concurrent Enrollement\_Dual Enrollment
- Credit for Prior Learning Website
- Criminal Justice Studies Program Coordinator
- Faculty Qualifications
- Follow Up Report
- HLCMajorfactsheets
- KBOR CEP Guidelines
- KBOR Credit for Prior Learning Guidelines
- KBOR Performance Agreement
- Math Program Review - complete
- Military Articulation Portal - Kansas Board of Regents
- Military Educational Experience Credit.pdf
- NCCBP Transfer Data
- Program Review Assignment Grid.pdf
- Program Review Introductory Information 2012-2021
- Program Review Narrative Questions
- Program Review SWOT Analysis Interplay Grid
- Program Review.pdf
- ProgramReview-LibraryCollectionAssessment
- Student Success Index 2
- Transfer Credit

## 4.B - Core Component 4.B

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

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

### Argument

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#### **1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.**

Allen County Community College faculty and instructional staff members participate in four levels of Student Learning Assessment: Classroom Assessment, Course Learning Outcomes Assessment (CLOs), Program Learning Outcomes Assessment (PLOs), and [General Education Learning Outcomes Assessment](#) (GELOs).

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

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

As part of continuous improvement of course assessment, in the fall of 2017, faculty began using a [template](#) to map their assignments within a course to the student learning outcomes published on the Common Course Outline for that course. This tool was designed specifically for faculty to review and confirm that each assignment aligns with one or more student learning outcomes and that each

outcome is sufficiently addressed throughout the assignments. This was a crucial step in continuous assessment of not only student learning, but also assessment of the class design, particularly because student learning outcomes are reviewed and altered through the Kansas Core Outcomes Groups for seamless transfer. All academic divisions document the [completed template](#) in the student learning assessment section of the Program Reviews.

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

Faculty consistently engage in Classroom Assessment in all modalities of instruction to gain insight into student understanding of lesson concepts. Each semester before classes begin, faculty participate in an Assessment Day Workshop. During Assessment Day, academic division breakout groups share [Classroom Assessment strategies](#).

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

The institution assesses achievement of the learning outcomes it claims for its curricular and co-curricular programs in numerous ways. Assessment of student learning outcomes at the course level is conducted each semester as discussed above. The four associate degree programs offered at Allen [AA (Associate of Arts), AS (Associate of Science), AGS (Associate of General Studies), and AAS (Associate in Applied Science)] are assessed at the program level and has traditionally analyzed retention and graduation rates documented through IPEDS and compared to a peer group consisting of the 25 other Kansas community and technical colleges for benchmarking. More recently, the College has begun participating in the [National Community College Benchmarking Project](#). Allen uses a peer group of 20 like institutions, purposely based on factors other than location in Kansas. This gives the College two different but equally important groups to measure achievement of learning outcomes through retention and graduation.

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

Specific to the Associate in Arts and Associate in Science degrees, which are transfer degree programs at Allen, the College monitors the success of its transfer students at the Kansas public universities through the Kansas Board of Regents [KHE Stats 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 Allen. While this data is compiled at the Kansas Board of Regents for all the Kansas public colleges and universities, one institution provides Allen a more [detailed report](#) on the success of its transfer students, which is also used to assess transfer program learning outcomes.

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

Co-curricular activities, events, and programs at Allen County Community College deepen the educational and development experiences of students. Sponsors of co-curricular activities, events, and programs are asked to establish learning outcomes for their projects and programs and to align those student learning outcomes to the lower-division undergraduate academic and student development mission of the College. Examples of co-curricular activities and programs that have developed learning outcomes are found in [Athletics](#), [Student Senate](#), [Theatre](#), [Quiz Bowl](#), [Newspaper](#) and [Livestock Judging](#). These learning outcomes both compliment and integrate with academic learning outcomes and are posted on the website. Assessment processes are established and align with the mission of the College.

During spring and summer 2019, the College expanded an established process to identify students' involvement in activities, athletics, and those students not actively involved in any co-curricular activity. This system had been used mostly for athletic involvement but was expanded to include activity participation in areas such as theatre and choir. Rosters of students involved in athletics and activities are collected from all coaches and activity sponsors at the beginning of each semester. The students are coded in Allen's student information system for each co-curricular activity in which they participate. The coding is updated throughout the term as students join or leave teams and groups.

[Success rate data](#) by type of participation for full-time degree-seeking students are collected following each term. Success rate is defined as a combination of graduation, next-term persistence, and next-term transfer. The data are presented in two distinct formats; aggregated by term and aggregated by involvement type. Since there was significant data in the student information system for student involvement in prior years, the College aggregated data for each term from fall 2018 forward for comparative analysis.

To address indirect assessment of co-curricular activities, the College began holding focus group discussions with students during the spring 2020 semester and has consistently held these sessions each semester. The sessions focus on students' perceptions of the importance of co-curricular involvement, using the following types of questions as prompts for discussion:

- How does participation in a co-curricular activity help or hinder your sense of connection to others at Allen? Does it help you build meaningful friendships?
- How does participation in a co-curricular activity help or hinder you in becoming a better student? (How does the experience impact student performance?)
- How does active involvement in a co-curricular activity provide you with opportunities to build leadership skills?
- How does participation in a co-curricular activity help prepare you for your future?
- How can the College's co-curricular programs be improved?

## **2. The institution uses the information gained from assessment to improve student learning.**

Division faculty meet regularly within their divisions, during Convocations, and on Assessment Day. During [Assessment Day](#) specifically, faculty have dedicated time to review results of prior year assessments, discuss [opportunities for improvement](#), and make appropriate changes.

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

Through an evaluation of assignments and student learning outcomes, faculty could make data-enhanced decisions about the curriculum and implement changes to improve course alignment with student learning outcomes. Following this action by the Science Division, assignment grids were completed college wide so similar analysis could be performed in all divisions.

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

To close the assessment loop, beginning the fall 2022 semester, each full-time faculty member submits an [Assessment Action Improvement plan](#).

## **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.**

As discussed in 4.B.1, both full-time and adjunct faculty consistently engage in assessment of student learning in all modalities of instruction to gain insight into student understanding of competencies. Course Learning Outcomes (CLOs) assessment is conducted by faculty selecting a competency within a student learning outcome of a course, selecting a method of assessing student learning of the competency, and then reporting on the assessment, results, and improvements. Reports are then reviewed and discussed by division faculty during Assessment Day sessions. For some courses where there are multiple sections taught by multiple faculty members, all faculty teaching the course may assess the same competency. In this situation, comparative data may be used for discussion during Assessment Day.

Since the 2018 Reaffirmation of Accreditation, the General Education Assessment process at Allen has progressed significantly. As outlined in the [Interim Report](#) that was submitted to HLC in September 2020, Allen has developed rubrics and assesses learner outcomes 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.

During the spring 2019 semester, the Assessment Committee reviewed, revised, and approved the five [general education outcomes](#). During the fall 2019 Assessment Day in early August, multi-disciplinary, faculty-led groups developed rubrics for each of the general education statements and recommended courses for collecting authentic student artifacts for assessment. During September and October 2019, the rubrics were modified for consistency in language and format. The [final rubrics](#) have categories of Excellent, Met, and Did Not Meet to align with Higher Learning Commission terminology. [Scoresheet templates](#) for each rubric and aggregated spreadsheets for term and trend data were also developed.

The cycle of assessment began in Fall 2019, with one general education outcome assessed. During the spring 2020 semester, three outcomes were assessed, and since fall 2020, all five general education outcomes are assessed each semester.

At the beginning of each term, [specific courses and faculty](#) are selected to submit authentic student artifacts from an assignment that can be assessed using the general education rubric. The courses include both onsite and online sections as well as full-time and adjunct faculty, and the artifacts are to be submitted toward the end of the semester. To ensure blind assessment of only the student work itself, student and instructor information is removed from the artifacts.

Several [sessions](#) of norming and scoring are scheduled at the end of each term to encourage a good mix of participation from faculty and administrators. The [data](#) is aggregated, reviewed, and discussed at monthly Academic Affairs Council meetings, Assessment Committee meetings and at Assessment Day each semester.

During the spring 2021 Assessment Day, each academic division was asked to review the three semesters of data that had been accumulated and consider the following [questions](#):

1. What might be some initial impressions of the overall trend data?
2. What factors might influence the data?
  - a. Within each General Education Learning Outcome area, what factors might influence the data distribution – differences and similarities – semester from semester?
    - i. As an example, note 2.1 differences
    - ii. As an example, note 3.1 similarities.
3. How satisfied are we with the distribution of student scores in the Met, Did Not Meet, and Excellent columns? Why? What are some action items or next steps affecting the distribution of student scores?

Overall, the preponderance of students on the General Education Learning Outcomes Aggregated Scoresheet Trend data fell in the Met column. By contrast, 47% of students earned A grades on the Grade Distribution Comparison Fall 2019 to Fall 2020 College-Wide FA20 column. This may be a classic example of why we engage in General Education Assessment.

Each division then submitted a [written summary](#) of its discussion and included action items and/or next steps leading to change. The summaries contained evidence of thorough, thought-provoking discussion and several notable items of potential change:

- Several factors seem to influence the data including artifact type, sample size, and subjective scoring.
- The artifacts submitted may limit the potential to achieve the Excellent category for the outcome.
- Assessment is a snapshot of one assignment while the grade is for the entire semester.
- The fall 2020 data could have been affected by the transition to all online courses due to the pandemic.
- Assignments for each outcome now come from all academic disciplines. Working from the full spectrum of insights gained from the division discussions, the Assessment Committee began discussing potential modifications that would continue to improve the process, without making broad changes that would invalidate the data we had to-date. During the fall 2021 term, task force from the Assessment Committee worked on fine-tuning the original rubrics to include a higher level of Bloom's Taxonomy. The changes were reviewed and approved by the full Assessment Committee and posted to the portal.

In lieu of a formal gathering for Assessment Day in the spring of 2022, full-time faculty were asked to assist in developing a [manifest](#) that will be used to select courses and assignments from across the curriculum to assess general education outcomes. Each full-time instructor from all programs reviewed the five General Education Assessment rubric documents and reflected on his/her own course assignments to identify a place where General Education concepts are applied and from where student assignments could be pulled for General Education Assessment. As they were reviewing the rubrics, faculty members were asked to consider the following concepts:

- Where is effective Oral Communication applied in courses other than Public Speaking?
- Where are students practicing Critical Thinking?
- Where are students examining critically their local or global place in the world?

The task helped form a list of courses from which authentic student artifacts were selected in the [fall 2022](#) semester with the intent of having a broad selection from across the curriculum to obtain artifacts that are easily assessed using the general education rubrics.

Looking ahead, again based on the input gathered and discussions with faculty, next steps may include faculty-led discussions on taking assignments to the next level for assessment. While it was important as the General Education Assessment process was developed to use authentic student artifacts from already-in-place assignments, some assignments do not lend themselves well to having the possibility of getting to the Excellent level on the general education rubric as this category often includes a level of justification. Many faculty have indicated that they could adjust the assignment used for the artifact to include that aspect.

## Sources

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- AllenFlameOutcomes
- Assessment Day Agenda August 2022
- AssessmentImprovementPlan
- Assignment Grid BIO102
- CIS100.Z.Assessment Grid.pdf
- Cocurricular Outcomes ATH
- Cocurricular Outcomes LJ

- Cocurricular Outcomes QUIZBOWL
- Cocurricular Outcomes STUSENATE
- Cocurricular Outcomes THEATRE
- Co-Curricular Retention Persistence Success
- Common Course Outline Template
- Copy of General Education Assessment Assignment Options 01-2022
- Course Assessment BIO102
- ECE CDA Certs
- ESU report Fall 2021
- Gen Ed Assessment Questions to Guide Discussion SP21
- Gen Ed Assessment Scoring sign up sheet.SP22
- Gen Ed Communication Fine Arts Executive Summary-GE SP21
- Gen Ed Outcome Statements
- GenEdOutcomeRubric
- General Education Assessment Courses for Artifacts.FA22
- Interim Report
- KBOR Program Alignment CIS
- NCCBP Transfer Data
- PRO126.SP22.01 IAP.pdf
- Program Review Assignment Grid.pdf
- Scoresheet GE 1.1 1.2 Written and Oral Communication Assessment
- Student Success Index 2
- Transfer Feedback Report FA21
- Trend Aggregated Scoresheet Gen Ed Outcomes Assessment - Bar Charts

## 4.C - Core Component 4.C

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

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

### Argument

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#### **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.**

The institution's goals for student retention, persistence, and completion are to improve each year upon the prior term and academic year. This Guiding Principle of continuous improvement permeates the College, its personnel, educational offerings, and operations.

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

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

While Allen reviews institution-wide student retention, persistence, and completion rates, over the past several years, the College has made a concerted effort to serve secondary students, through both the Concurrent Enrollment Program and online learning, as well as university students who can

enroll in courses at Allen as visiting students to supplement their university educations. The most recent [fall census enrollment data](#) shows that 40% of Allen's headcount and more than 30% of credit hour generation comes from secondary student enrollment alone. These students may never intend to matriculate at Allen following high school graduation, and the visiting university students will not persist and complete at Allen. Because of these populations that Allen serves, arbitrary goals at the institution-level are less meaningful than course-level retention, success, and completion for preparation for upper-level coursework. Likewise, the College serves visiting university students who never intend on completing a two-year degree with the institution. The College is known throughout the region for high-quality transfer education. As a result, the institution serves part-time student populations whose educational intent does not include retention and graduation with Allen County Community College.

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

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

- [Program Review – Student Success Data](#)
  - Annual, internal data collection and analysis on student retention and success
- [KBOR Performance Report](#)
  - Student success in MAT103 Intermediate Algebra and COL101 English Composition I
- [KBOR Student Success Index](#)
  - Comparative data on student retention, persistence, and completion
- [KBOR Transfer Feedback Data](#)
  - Comparative data on student persistence and completion
- [Integrated Post-secondary Education Data System \(IPEDS\)](#)
  - Comparative data on student completion
- [National Community College Benchmarking Project \(NCCBP\)](#)
  - Comparative data on student retention, persistence, and completion

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

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

Additionally, the College maintains an Early Student Progress (ESP) warning system where faculty

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

In the fall 2022 semester, Allen integrated Dropout Detective into Canvas. Dropout Detective is a software that integrates with Canvas and identifies the students that are at most risk of dropping out or of failing courses. Students' performance and course behavior are reviewed on a nightly basis across all courses in which they are enrolled. A Risk Index Score for each student (like a credit score) is calculated. This makes it easier for instructors, advisors, coaches, sponsors, etc. to quickly identify students that need the most immediate support.

- Dropout Detective was integrated into all courses for the fall 2022 semester.
- Two training sessions were offered and were well attended by full-time and adjunct instructors before the start of the semester.
- Every student is assigned to a full-time academic advisor that will communicate with students who may be struggling to help them be successful and overcome obstacles.
- Each activity and athletic group have their own dashboard with the sponsor or coach assigned as an ally.

Moving forward, the College will implement a plan to sunset the ESP system and modify practices and policies accordingly.

In the AY 2015-2016, the College undertook an on-going Academic Support initiative, bringing together the College Library and information literacy with the Writing Center. These two entities had existed for many years and were well-developed in their processes. The [Academic Support](#) division's primary focus is student success, retention, and persistence.

**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 suitable to their student populations, but institutions are accountable for their validity.**

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

Allen's [Quality Initiative](#) for the Higher Learning Commission, Institutional Data Improvement and Utilization, 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.

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

Among Allen's processes is tracking student success within Gateway courses through the [Performance Agreement](#) with the Kansas Board of Regents. Allen has consistently maintained a success rate in both Intermediate Algebra and English Composition I for the past five years that exceeds the three-year baseline data that was collected to benchmark against.

## Sources

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- Academic Support Web
- CensusDayEnrollmentSummaryFA22.pdf
- IPEDS Feedback Report 2022.pdf
- KBOR Performance Agreement
- Math Data Tables
- Math Narrative Questions and Statements 2022
- NCCBP Transfer Data
- Quality Initiative Report to HLC
- Student Success Index 2
- Transfer Feedback Report FA21

## 4.S - Criterion 4 - Summary

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

### Summary

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To sustain the College's mission of quality education in a caring atmosphere, Allen is committed to continuous improvement of its educational programs, learning environments, and support services. Allen County Community College will continue its practices of regular academic Program Reviews focused on student success, combined with annual examinations of program-specific data on student enrollment, course retention, and persistence to degree or credential.

Continued implementation of policies and processes to ensure academic quality and alignment of transfer credit among Kansas institutions of higher education for Allen students is essential. This includes expansion and alignment of institution-wide assessment with the College's general education degree requirements by adding two new categories: Social Context in the World and Appreciation of Arts and Humanities.

Over the next two years, the College intends to develop and improve through redesigning the assessment of student learning outcomes process and program review to include comparison and benchmarking data on student retention, persistence, completion, and transfer rates. Also, strengthening assessment of learning in co-curricular programs by further expanding co-curricular student learning outcomes, determining assessment tools and techniques, gathering, and analyzing data.

To supplement and enhance our efforts, we have implemented a variety of resources and tools through strategic goals that emphasize increasing enrollment, persistence, retention, and completion outcomes for all students with an emphasis focused on closing the achievement gap of underrepresented minority students who have traditionally underperformed compared to their peers. Allen aspires to achieve goals for student success based on benchmarking data from various sources including IPEDS, NCCBP, and KBOR.

### Sources

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*There are no sources.*

## 5 - Institutional Effectiveness, Resources and Planning

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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

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

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

### Argument

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#### **1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.**

“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.” To fulfill this mission, the College maintains an active culture that respects established roles and responsibilities while embracing openness and collaboration.

The Strategic Planning process at Allen occurs every five years and is inclusive of internal and external constituencies. The most recent Strategic Planning Process, in 2017, included 48 participants and was an inclusive gathering of Allen employees from both the Iola and Burlingame campuses, Board of Trustee members, community representatives and students.

The College's [organizational structure](#), with defined position descriptions, promotes effective leadership and communication. Position descriptions guide the fulfillment of tasks and responsibilities. The Board of Trustees Policies and Procedures Manual outlines and describes [governance](#) of the institution, including the use of councils, committees, task forces, and work groups for internal governance purposes at the college. Such councils, committees, task forces, and work groups are advisory to the Board of Trustees through the college president and the administrative organization approved by the board.

The college has a variety of [committees and task forces](#), which include directors, coordinators, division chairs, faculty, and staff. The committees are led by an administrator or a direct report, who

reports back to the administrator, who in turn updates President's Council. Often, individuals or groups are invited to President's Council meetings to report or discuss challenges and/or opportunities.

[Allen's Student Senate](#) is an organization in which students are [elected](#) to represent the student body. The Student Senate president attends the monthly Board of Trustees meeting to provide an update.

## **2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.**

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

- [Enrollment Reports](#)
- [Faculty Retention of Students](#)
- [Academic Program Reviews](#)
- [General Education Assessment](#)

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

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

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

Here are some examples of initiatives developed from the review of internal and external data:

- **Enrollment Reports:** During the AY2021-2022 Allen hired a consulting firm to review our recruitment and marketing strategies. A report was received in July 2022 identifying possible new programs and opportunities for enrollment growth. Allen is developing a plan to implement these changes.
- **Academic Program Review:** Each year the academic divisions set goals in alignment with their program review to work toward over the next four years. For example, one of the goals from the Mathematics Program Review was to increase the tutoring services that the College provides students. Beginning fall 2021 we hired a part-time professional mathematics tutor to assist our student tutors. In fall 2022 we modified faculty load to lead mathematics tutoring at our outreach campus.
- **Independent Auditors' Report and Financial Statements:** Since 2015-2016 the college

continues to receive an unqualified audit opinion, which reflects that Allen is following generally accepted accounting principles and our financial statements are presented fairly. Additionally, Jarred, Gilmore & Phillips conducts a single audit in order to comply with the department of education requirements.

- **National Community College Benchmarking Project (NCCBP):** This report shows that Allen's transfer rate for full-time students remains high. For several years Allen has trained academic advisors on the degree requirements of bachelor's degrees at the public universities in Kansas. This allows faculty to advise AA and AS degree seeking students for specific courses they will need at the bachelor's level. The NCCBP report affirms this training has been a benefit to students and should continue.
- **Kansas Board of Regents (KBOR) Performance Agreement:** Allen increased its performance in all areas of the KBOR Performance Agreement except Goal 3: Increase the percentage of graduates/completers who subsequently were employed in Kansas or transferred within the KBOR system. To increase this percentage, Allen has scheduled transfer days at five of the KBOR institutions. The College is providing transportation to the universities from the Allen and Burlingame campuses and Allen staff is accompanying students on these trips. The College is also working closely with KansasWorks to promote onsite and virtual job fairs and encourage students to post resumes on the KansasWorks website.

Each year faculty from all 32 institutions participate in the [Kansas Core Outcomes Groups](#) Conference (KCOG) to articulate core outcomes for specified courses recommended for Systemwide Transfer (SWT).

### **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.**

The College utilizes a structure of [Councils, Committees, Task Forces, and Work Groups](#) to engage administrators, instructors, and staff members in purposeful contribution and collaboration in enacting the College's mission and strategic plan, setting academic requirements, developing and revising policy, and enabling continuous improvement. For example, academic requirements are approved by the Curriculum Committee, President's Council, and the Board of Trustees. [Policy changes](#) are approved by the respective Council, President's Council, and if applicable, the Board of Trustees. [Processes](#) are approved at the Council level.

Convocations and professional development opportunities are focused time for college employees to come together to learn, develop, and share information across academic disciplines, divisions and work areas, and campuses or modalities. The [fall 2022](#) and [spring 2023](#) All-College Convocations include a general session for broad-based information sharing and updates and breakout sessions designed for specific training applicable to college sectors. Adjunct Faculty meetings, scheduled prior to the beginning of the fall and spring semesters, provide structured time for full-time faculty division chairs and program leads to discuss with adjunct instructors' specific academic requirements and policies, course and program learning outcomes, and student learning assessment practices and processes. These Adjunct Faculty meetings also provide opportunities for adjunct instructors to discuss academics, services, and institutional initiatives.

The Master Agreement between the Board of Trustees of Allen County Community College and the Allen County Community College – National Education Association faculty is a collaborative document written and revised over two decades. A negotiation team of two representatives from the

administration (president and vice president for Finance and Operations) and three representatives of the faculty association (full-time, tenured instructors) come together in several sessions to share ideas and address negotiable items of policy and practice. The revised Master Agreement is voted upon by members of the faculty association and then by members of the full-time faculty, as well as voted upon by the Board of Trustees. Negotiation sessions have been high functioning since the last HLC (Higher Learning Commission) Quality Assurance visit, with several multi-year Master Agreements, such as the current [2021-2022 and 2022-2023](#) agreement, spanning two-year periods.

Student involvement and input is both sought and appreciated in planning and improvement at Allen. Six students were included in the development of the 2017-2022 Strategic Plan. By design, this student representation mirrored that of community members. Additionally, the Allen Student Senate regularly [gathers information](#) from students to support their actions and to share with the College. Through the COVID-19 pandemic, Student Senate made recommendations to improve safety protocols. The Student Senate President reports monthly at the Board of Trustees meetings.

## Sources

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- 2018 to 2022 Census Day Summary
- 22KCOGAGENDA
- All-College Convocation Agenda Fall 2022
- All-College Convocation Agenda SP23
- ALLEN COUNTY COMMUNITY COLLEGE Audit 21-22
- Allen Website Privacy Policy
- Board Governance Policy
- Councils Committees Task Forces Work Groups 22-23 - Titles Only
- ESU report Fall 2021
- Faculty Retention Report Fall 2022
- General Education Outcomes Assessment Data
- IPEDS Feedback Report 2022
- KACCBO Data Book
- KBOR Performance Agreement
- Master Agreement 21-23.pdf
- Math Program Review - complete
- NCCBP Transfer Data
- OrganizationalChart.pdf
- Room and Board Refund Changes 22-23
- Student Senate Dining Survey
- Student Senate Petitions
- Student Success Index 2
- StudentSenateConstitutionandBylaws
- Transfer Feedback Report FA21

## 5.B - Core Component 5.B

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

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

### Argument

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#### **1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.**

Staff qualifications are established prior to conducting searches for positions to be hired at the College. Administrative and support staff positions hold the appropriate qualifications based on the positions' levels of responsibility.

Instructional, administrative, and support staff members engage in training and professional development through internal and external training opportunities. Internal opportunities often consist of educational theory and practice technology training sessions, and policy updates as warranted and appropriate.

The institution's staff attend training courses specific to their roles and responsibilities. Examples of such trainings may include:

- The Federal Financial Aid area, with the director, assistant director, and specialists attending Federal Student Aid trainings, the Federal Student Aid (FSA) Summer Institute, and Kansas Association for Student Financial Aid Administrators (KASFAA) trainings
- The Information Technology (IT) area, with the IT director along with key end users attending the Jenzabar Annual Meeting (JAM) to stay current on Student Information System (SIS) technologies
- The Online Learning department participates in a variety of webinars, trainings, and conferences to stay current in technology, course design, and pedagogy. In November of 2022, the Online Learning team had the opportunity to attend the Online Learning Consortium Conference. Since attending, team members have already implemented information learned into Allen's [professional development schedule](#) for instructors. As the College continues to work towards implementing hyflex courses, the team was able to gather more information on definitions, equipment, structure, and implementation. This information was shared with the Online Learning Taskforce.

### Human Resources

Allen employs 204 faculty, staff, and administrators, including 121 full-time and adjunct instructors and 83 support and administrative staff members. Instructors hold the appropriate credentials aligning with the academic discipline and/or career and technical education program in which they teach. Support and administrative staff members hold the appropriate qualifications for the level of responsibility and leadership with which they are charged. These systematic and increasing levels of qualifications and credentials are established and/or reaffirmed through the employment processes at the institution for each type of employee: [administrative staff](#), [management/supervisory staff](#), [support staff](#), and [part-time, adjunct and contracted personnel](#).

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

All new hires complete an [orientation session](#) with the Human Resources (HR) department that introduces the employee to the institution and to general employee policies. In addition, new supervisors receive additional training which covers recruitment, collective bargaining, labor relations, and time and attendance training.

### **Physical Infrastructure**

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

The renovation of four science laboratories was prioritized and completed for the Iola Campus; these labs include Chemistry, Physical Sciences, Anatomy and Physiology, and Biological Sciences. In 2018, the College renovated the Student Center on the Iola campus, creating student-centered gathering and study spaces, providing programming space for student development, and expanding and modernizing the dining facilities. Through sound fiscal management and a legacy of savings, the College completed this project without incurring debt.

A [summary](#) of major capital projects, facility improvements and repairs on the Iola Campus has been kept by the College for the last 31 years. This history documents the maintenance and improvements completed and monetary investment in those projects. While the Burlingame Campus facility is leased from the local USD, the responsibility for maintenance and improvement falls to the College. Investments at the Burlingame Campus have included the infrastructure necessary to maintain the facility (plumbing, HVAC (Heating Ventilation Air Conditioning), energy-efficient windows, etc.) and improvements to the learning and working environment (updated interior finishes, new instructional and office furnishings, etc.).

### **Technological Infrastructure**

The College contracted with a technology planning and management firm in 2013 to create a Master

Technology Plan for the institution. Results of these technology infrastructure assessments, and the action of the College upon the recommendations in the plan, included campus electrical system upgrades (Iola and Burlingame), upgraded network cabling and infrastructure (Iola and Burlingame), cloud hosting of the Student Information System (Jenzabar CX), cloud hosting of the College networks and servers, the creation of a college-wide network, upgraded Wi-Fi capabilities on both campuses, new Voice-over Interactive Phone (IP) systems, and upgraded cyber security monitoring through Peak Uptime, a third-party company.

A new [technology plan](#) was developed in the spring of 2019, set to run through 2023. These plans have resulted in improved network infrastructure, a new email system, improved wireless network coverage on both campuses, a voice-over IP phone system, and a new LMS (Learning Management System). Initial conversations have begun for the development of the 2024-2029 Master Technology Plan.

## **2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.**

Through the College's strategic planning process, the institution's organization and resources are extensively examined by the [strategic planning team](#), which includes internal and external constituents. The examination and discussion of the institution's organization is led by the College president; the examination of the institution's resources is led by the vice president for Finance and Operations. During the same process, the institution's opportunities are examined through an elaborate [SWOT analysis](#) – Strengths, Weakness, Opportunities, and Threats. Opportunities examined are primary to the development of goals as elaborations of the [Mission and Guiding Principles](#).

To kick off the 2022-2023 Academic Year, a college SCOT (Strengths, Challenges, Opportunities, and Threats) analysis was completed during the all-college convocation with internal employees. In November 2022, an external community SCOT analysis was completed. [Results](#) of these efforts can be viewed at the Planning for the Brighter Future webpage. There are plans to conduct a SCOT analysis with the student population later in spring 2023.

## **3. The institution has a well-developed process in place for budgeting and for monitoring its finances.**

Allen's [budget development process](#) is transparent and participatory through all areas of the College. Budget resource allocations align with the College's mission, Strategic Plan, and long-term priorities such as strength for students. Allen adheres to an established budget development process, with attention to continuous quality improvement within the process. Each year in February, the budget development process, primarily focusing on the College operating budget, begins. Worksheets showing the history of expenditures for the last three fiscal years and the current fiscal year budget allocation for each fund and cost center are distributed to department and division chairs. Budget development meetings are held in late spring to further prioritize and balance operating budget requests with revenue projections, considering anticipated personnel costs and capital improvement projections.

The deans, division chairs, and directors are trained to draft budget requests in alignment with the College mission, Strategic Plan, and Program Review goals and priorities. These leaders meet with program and unit area leads to review budget requests and collaboratively make any adjustments to requests. These requests are then forwarded to vice presidents and the president for review and

approval. During the budgeting process, reports are shared with the Board of Trustees during several of the spring meetings. Once the operating budget is established, the Vice President for Finance & Operation prepares the appropriation budget. The deadline for notification to exceed revenue neutral rate is July 20 of each year. Between August 20 and September 20 the Board of Trustees has to hold the revenue neutral hearing and the budget hearing. Once those hearings are held the Board formally adopts the budget.

### **Fiscal Resources**

Allen County Community College relies on four main sources of revenue for its operations: aid from the State of Kansas, local (home county) tax allocations, student tuition, and fees, and federal Pell Grant dollars.

	<b>FY2017</b>	<b>FY2018</b>	<b>FY2019</b>	<b>FY2020</b>	<b>FY2021</b>	<b>FY2022</b>
<b>State Appropriations</b>	<b>33.63%</b>	<b>33.72%</b>	<b>34.03%</b>	<b>34.02%</b>	<b>31.15%</b>	<b>33.85%</b>
<b>Local Tax Allocations</b>	<b>20.41%</b>	<b>20.18%</b>	<b>20.32%</b>	<b>19.08%</b>	<b>18.10%</b>	<b>19.76%</b>
<b>Tuition and Fees</b>	<b>18.47%</b>	<b>18.40%</b>	<b>17.26%</b>	<b>16.48%</b>	<b>14.25%</b>	<b>13.25%</b>
<b>Federal Grants</b>	<b>14.73%</b>	<b>13.43%</b>	<b>13.12%</b>	<b>15.21%</b>	<b>23.56%</b>	<b>18.81%</b>

Since 2017, the largest change was realized in local tax allocation. In FY 2017, the Board of Trustees approved a mill levy increase, which contributed to this deviation. A secondary factor was due to two reductions in state appropriations. Between 2017 and 2021, appropriations from state and local tax allocations again decreased. The 2021 data reflect the College's allocation of HEERF (Higher Education Emergency Relief Fund) dollar funds.

College financial expenditures are monitored in real time through the myAllen portal. Funds and cost centers can track expenditures against budget allocations. Primary and secondary approvals are needed on all College purchase requisitions before they are processed by the Business Office. Allen's resource allocation and monitoring process includes a comprehensive system of checks and balances to safeguard against elective resource allocations and inappropriate disbursement of revenue.

Over time, maximum purchase limits have been increased according to reasonable expectations related to expected purchase amounts by level of responsibility. Annual financial audits are conducted by an external agency to provide an external check on the following financial procedures. These audits have resulted in unmodified opinions free of material findings. The Board of Trustees receives a monthly financial report that details revenues, expenses, and net position, and significant changes between the current and prior year are described

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

#### 4. The institution's fiscal allocations ensure that its educational purposes are achieved.

Allen allocates its fiscal, human, physical, and technology resources to address the College's overarching objective of supporting student success. As a public institution, the College does not disburse revenues to a superordinate entity. Each academic and administrative unit is involved in annual budget processes. Academic Instruction and Academic Support are priorities at Allen County Community College. For FY 2022, about 31.2% of the College's personnel, operating, and capital improvements budgets were devoted to academic instruction and academic support.

	<b>FY2017</b>	<b>FY2018</b>	<b>FY2019</b>	<b>FY2020</b>	<b>FY2021</b>	<b>FY2022</b>
<b>Instruction</b>	<b>35%</b>	<b>35%</b>	<b>34.81%</b>	<b>31.98%</b>	<b>30.42%</b>	<b>27.36%</b>
<b>Academic Support</b>	<b>4.52%</b>	<b>4.07%</b>	<b>4.28%</b>	<b>3.87%</b>	<b>3.45%</b>	<b>3.87%</b>
<b>Student Services</b>	<b>15.36%</b>	<b>17.28%</b>	<b>17.48%</b>	<b>16.97%</b>	<b>17.02%</b>	<b>18.98%</b>
<b>Institutional Support</b>	<b>14.37%</b>	<b>18.19%</b>	<b>18.30%</b>	<b>19.50%</b>	<b>26.32%</b>	<b>18.15%</b>
<b>Auxiliary Expenses</b>	<b>9.35%</b>	<b>6.97%</b>	<b>8.38%</b>	<b>10.82%</b>	<b>11.24%</b>	<b>11.86%</b>

#### Allen County Community College Endowment Association

The Allen County Community College Endowment Association (ACCEA) became a stand-alone 501(c)3 in 1971, with the sole purpose of supporting Allen County Community College students, faculty, programs, and facilities. During the past 20 years, the main function of the ACCEA has been to provide support to students in the form of academic scholarships. In the spring of 2014, we reached assets of \$5.2 million. During the previous academic school year, Allen County Community College and the Endowment Association awarded just over \$1.2 million in scholarship dollars to Allen students. The chart below shows the dollar amount of endowed scholarships. Additional scholarship dollars are awarded through academic and athletic scholarships.

	<b>AY16-17</b>	<b>AY17-18</b>	<b>AY18-19</b>	<b>AY19-20</b>	<b>AY20-21</b>	<b>AY21-22</b>
<b>Endowed Scholarship Dollars Awarded</b>	<b>\$149,328.13</b>	<b>\$214,688.49</b>	<b>\$229,149.28</b>	<b>\$247,431.59</b>	<b>\$188,377.69</b>	<b>\$269,862.92</b>

#### Sources

- 21-22 Physical Plant Status Capital Projects and Maintenance
- Administrative Staff Board Policy
- Budget Process Policy
- FA21 Adjunct Instructors
- investments 12-31-22
- Management Staff Board Policy
- Mission Vision from Website
- New Employee Checklist
- Part-Time Employee Board Policy
- Planning for a Brighter Future 2023
- Revenue and Expense Dec 2022
- SP23 Professional Development Schedule
- Staff Evaluation Templates
- Strategic Plan SWOT Analysis 2017-2022
- Strategic Planning Team 2017 Revised.pdf
- Support Staff Board Policy
- Technology Plan 2018-2023
- Treas Rpt 12-31-22

## 5.C - Core Component 5.C

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The institution engages in systematic and integrated planning and improvement.

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

### Argument

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#### **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.**

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

The College's budgeting priorities are in alignment with, and in support of, its mission, as shown in the annual development of the [working budget](#) where salaries and benefits comprise 60% of FY expenses and operating expenses comprise 40% of FY expenses. In a less broad context, budgeting priorities are aligned with the College mission and developed through the institution's collaborative ethic. Budget request documents are distributed to program leads and work area managers in February each year. After discussion with colleagues, operating budgets and capital requests are drafted and forwarded to deans and directors for discussion and revision in March.

The same discussion and revision process is facilitated through deans and directors to the vice presidents, and from the vice presidents to the president. The president and vice president for Finance and Operations make recommendations to the Board of Trustees for consideration of the new fiscal year working budget and approval of the fiscal year published budget by August. At each step in the budget development process, personnel considerations, operating budgets, and capital budgets are weighed, considering the College's mission and its strategic plan goal priorities.

[Personnel considerations](#) for the coming fiscal and academic years are collected and disseminated to the President's Council in the late fall or early spring of the academic year. Personnel allocations are considered for action, considering strategic planning, academic discipline and support area goals

and priorities, the development of position descriptions, and resource availability.

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

Allocation of capital resources follows the same annual planning schedule as operational budgets. Additionally, capital resources are considered in long-range planning. Existing projects that are scheduled for the Spring and Summer 2023 include upgrading the carpeting and seating in the theatre; keyless entry is being installed on exterior doors to improve safety for our students; installation of new washers and dryers in our residence halls; parking lot mill and overlay; flooring in the cafeteria area; along with roof repairs on all buildings. Along with these projects we are looking at the purchase of additional land adjacent to the campus to build new residential student housing and a building that will house new programs in Advanced Industrial Technology.

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

Allen County Community College is in the early stages of linking its processes for student learning assessment, evaluation of operations, planning, and budgeting. The college lacks documentation of evidence for these linkages but recognizes that this is an opportunity for improvement to aspire to in the Reaffirmation of Accreditation Year 10 Assurance Argument.

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

The College has approximately 102 full-time employees. Each employee attends his or her academic discipline or support area meetings and serves on at least two of the [Councils, Committees, Task Forces, and Work Groups](#). Individual employees are responsible for communicating back to academic discipline or support area colleagues on the charge, objectives, and actions of their council, committee, task force, or work group. This integrated and purposeful structure of linking programs, processes, and operations with responsibilities, service, and continuous improvement empowers employees to understand College systems and how each work area is linked to the others.

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

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

2022 Strategic Plan was approved by the Board of Trustees. This plan has guided the College since 2017. However, with a new president starting in the summer of 2022, rather than create a new Strategic Plan, the College developed a [Strategic Plan Bridge](#). This Bridge will serve the College until a new Strategic Plan can be developed with the new president.

The Allen Safety and Security Committee is a standing committee charged to develop, review, educate, and promote campus safety and security at Allen Community College. In addition to Allen employees, this committee has several key external constituents including the Iola and Burlingame Police Chiefs, the Allen County Sheriff, the Allen County Fire Chief, and Emergency Management Directors. These external committee members attend regularly and provide expertise for the College's safety efforts.

#### **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.**

The institution has a history of planning with a solid understanding of its current capacity, anticipating fluctuations in revenue due to enrollment, the local and regional economies, and state support. The College's planning and budgeting priorities are in alignment with its mission and based on a long history of understanding enrollment projections and external funding sources.

As discussed in 5.A., the College relies on four main sources of revenue for its operations: aid from the State of Kansas, local (home county) tax allocations, student tuition and fees, and federal Pell Grant dollars. The budget process and revenue forecast updates to the Board of Trustees provide the basis for consideration of current and future capacity for providing exceptional educational opportunities.

The vice president of Finance and Operations monitors local tax valuations, FTE information, and expected state aid allocation adjustments. FTE and student credit hour information provided by the annual FTE audit provides a basis for making tuition and fee recommendations to the Board of Trustees. State aid allocations are set by the Kansas Legislature during the spring session for the next fiscal year. The College practice is to project enrollments as the same as the previous year. Once expected tuition revenue and state aid allocations are determined the necessary tax request is calculated to ensure budget priorities are funded. The campus budget is adjusted to account for actual staffing and student enrollments.

As enrollment patterns shift and instructional modalities grow and change, the College's allocation of resources adjusts accordingly, but its commitment to providing quality education in a caring atmosphere remains steadfast. The College also purposefully maintains a healthy reserve in its carryover balances to provide resources for unanticipated changes in revenues. One major factor affecting the increase in percentage of Federal Grant revenues in FY 2021 was the influx of Federal Cares Act dollars.

While we are susceptible to fluctuations in the economy and trends of higher education, Allen's newly focused goals of expanding careers and technical education programs are aligned with the most in-demand and growing fields within the county. Allen intends to expand the capacity of programs that have high labor market demand in manufacturing and technology.

#### **5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.**

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

As has been previously discussed, the College's 2013-2018 Technology Master Plan was completed and a [new technology plan](#) for the institution was developed during AY 2018-2019. The College is looking to the future with a focus on functionality. The Iola and Burlingame Campuses are completely Wi-Fi enabled, with expanded bandwidth to facilitate technology-rich instruction and multiple personal-use devices per student, faculty, and staff member.

In November of 2020, after demonstrations from multiple providers and piloting two new Learning Management Systems, the College, with support from the Board of Trustees, elected to end the contract with Blackboard and transition to Canvas as the College's Learning Management System. Canvas offers a more intuitive and modern system that addresses the user experience for students, faculty, and support staff. Overall, the change to Canvas has been overwhelmingly positive for students and faculty.

All courses offered by Allen are fully technology-supported by Canvas course shells. The institution's Student Information System (SIS), Jenzabar CX, is regularly updated through company released system updates. The College purposefully implements the updates as they are released by the company. Allen County Community College plans for and acts on emerging factors in technology and will be migrating to Jenzabar One as its new SIS in 2024.

The college president closely monitors each state legislative session and works closely with the chief executive officers of the other community colleges that are a part of the Kansas Association of Community College Trustees (KACCT). The president is also called upon regularly by the Executive Director of the KACCT when community college-related discussions are happening at the state level on higher education allocations and legislative priorities.

The ways in which the College's communities and its constituents expect to access higher education continue to evolve. Enrollment and attendance at outreach centers and campuses has declined, as is shown in the institution's [Multi-Campus Report](#). Demand for access to quality distance education anywhere at any time has continued to increase, as shown by the institution's [enrollment reports](#). In each of these instances, the College has been responsive, shown agility, and adjusted staffing, budgets, and investments accordingly while staying true to the College's mission. The College continues to investigate additional modalities to best serve its students, including additional hybrid and newly added hyflex course offerings.

Another factor in the evolving ways constituents expect access to higher education is the increasing demand for access to college-level coursework by secondary students. Allen County Community College anticipated this change and began building systems to offer higher education courses to secondary students in high school settings in Kansas, with a focus on serving rural communities with a limited number of qualified teachers. With the enactment of the Governor's Initiative for Career and Technical Education, Kansas Senate Bill 155 now labeled Excel in CTE, in which the state would reimburse colleges for tuition for secondary students' enrollment in career and technical education courses, Allen was ready to respond.

The institution had anticipated and planned for this emerging factor by developing and delivering CTE courses through online learning. This direction eliminated the time and expense of bussing many students from high school facilities to the College by delivering quality CTE coursework to their high school classrooms. The convergence of the emerging factors of constituents' interest in dual credit opportunities for secondary students, the downturn in state revenues and funding of Unified School Districts, and the institution's HLC accreditation for distance education led the College to both anticipate and plan for greater outreach to Unified School Districts to serve qualifying secondary student learners with dual credit general education course options. The College has served approximately 100 [Kansas Unified School Districts](#) annually from 2018-2022. From fall 2018 to fall 2022 these [five high schools](#) had the highest averages of students from Kansas high schools.

Allen County Community College developed a model implemented by Emporia High School, Osage City High School, and other high schools across the state where secondary student juniors and seniors are scheduled in computer classrooms during the high school day to engage with Allen Online Learning coursework, college students, and instructors through the College's LMS system. Secondary students in this dual credit model are integrated into higher education courses with traditional college students.

It was this proactive approach and agility that allowed for a smooth transition to all online education in March 2020, as a response to the pandemic. Over spring break all onsite classes transitioned to online, and the semester was completed fully online. Fortunately, all onsite courses had an online course shell. In the Fall 2020 and spring 2021 semesters all onsite education was held in socially distanced accessible classrooms, still supported by online course shells. Regular onsite education resumed in the fall 2021 semester.

The implementation of this model was so successful that it led to the Allen Community College Board of Trustees' willingness to cease operations at the [branch campus](#) located in the Burlingame community. The Burlingame branch campus will cease operations June 30, 2023.

## **6. The institution implements its plans to systematically improve its operations and student outcomes.**

As discussed in 5.A.2, the institution uses data to inform decisions that will improve its operations and student outcomes. Continuous improvement initiatives tend to be longer-term, so that the College may put in place sustainable practices and improvements.

The examples of established data reports are reviewed (both as pertinent and in larger contexts) by individuals and in work groups (such as Admissions and Marketing, Financial Aid, the Business Office, etc.), in divisions (such as Academic Affairs, Student Affairs, and Finance and Operations), and institutionally (such as in President's Council, with the Board of Trustees, at All-College Convocation, and Strategic Planning). It is through these reviews and discussions – regular and cyclical – that trends are identified and important, long-term initiatives are developed. These continuous improvement initiatives always enact, dovetail, or complement the formal five-year Strategic Plan. Examples of recent initiatives, developed out of analysis of the efficiency and effectiveness of the College's operations, include:

- **College Marketing** – With changes in state funding and the passage of the Governor's Initiative for Career and Technical Education (Excel in CTE), in conjunction with analysis of environmental scans and market share, target-marketing and relationship-building with

secondary schools resulted in a sustained increase in high schools served. In 2021-2022 Allen partnered with the Clarus Corporation to conduct extensive market research for the College, resulting in more targeted [marketing and planning](#).

- **Academic Support and Student Retention** – With student success in English Composition I rising in part from the addition of the Writing Center, the College expanded its academic support in other areas with a part time professional math tutor and student tutors on both the Iola and Burlingame campuses. The Writing Center served 557 students in the spring 2022 semester. Of those submissions, 478 or 86% were submitted electronically. In addition to onsite tutoring, the College offers the NetTutor service for all courses.
- **Institutional Data Improvement and Utilization** –With inconsistencies in institutional data collection, utilizing to improve its operations and student outcomes, the College made a significant investment in engaging a third-party firm, Clarus Corporation, to conduct a Marketing Assessment. The [results](#) of this assessment have provided the institution with data to inform [new CTE programs](#) for enrollment growth of our current market and segments.

Allen has identified various systems and processes that require updating and improvement. To ensure that the college systems, processes, and quality service delivery aligns with best practices, the focus in the next strategic plan will be embracing a guided pathway model of serving students. The idea behind guided pathways is straightforward. College students are more likely to complete a degree in a timely fashion if they choose a program and develop an academic plan early on, have a clear road map of the courses they need to take to complete a credential, and receive guidance and support to help them stay on plan.

Moving forward, Allen’s systems and processes will present courses in the context of highly structured, educationally coherent program maps that align with students’ goals for careers and further education. Incoming students are given support to explore careers, choose a program of study, and develop an academic plan based on program maps created by faculty and advisors. This approach simplifies student decision-making and allows Allen to provide predictable schedules and frequent feedback so students can complete programs more efficiently.

## Sources

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- 2018 to 2022 Online Enrollment
- 22-23 Working Budget
- Allen Community College-2021Spring
- Allen New CTE Programs
- AllenCommunityCollegePPT-Results Summary-6-28-21
- Burlingame Communication Osage Harold Newspaper.docx
- Councils Committees Task Forces Work Groups 22-23 - Titles Only
- FA Average HS
- High Schools Served Annually
- Multi Campus Report
- Personnel Considerations for FY 2022-2023
- Strategic Plan 2017-2022
- Strategic Planning Bridge 2022
- Technology Plan 2018-2023

## 5.S - Criterion 5 - Summary

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

### Summary

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The College's resources, structures, leadership, and planning processes are sufficient to fulfill its mission. This includes addressing targeted initiatives for a changing service region, improving the quality and quantity of educational offerings, and responding to current and emerging workforce development needs of the region and state. The College's budget review and development cycle are aligned with its strategic goals and KBOR mandates.

Allen's new Strategic Plan scheduled for implementation in July 2023 will focus on expanding career and technical programs, improving student credential completion, enhancing business and industry partnerships, and valuing faculty and staff development. The College has made difficult decisions this year to reimagine the future of the institution and embrace financial efficiencies while still providing a high-quality, affordable education to the community it serves. Allen embraces a culture of shared leadership with its council structure and engages community guidance via various advisory boards. Although Allen has faced declines in enrollment in recent years, the focus will be improving systems, processes, and quality service delivery while embracing the pathways model of serving students.

Allen has sufficient resources and infrastructure to provide its on-campus and off-campus (online, dual credit) educational programs. Allen's mission and function statements express goals that are within the College's ability to achieve, given the resources available to the organization. In the spirit of continuous improvement, the College will more intently align the budgeting process with planning goals, program review results, analysis of student learning assessment, and data from Clarus Corporation Market Assessment Results.

### Sources

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*There are no sources.*