COLBY COMMUNITY COLLEGE

ASSURANCE FILING
2016

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NAVIGATION

The Assurance Filing Report contains embedded links of which lead to internal and external documents and webpages to serve as evidentiary support of claims made in the report. Many documents are hosted through DropBox.com.

Reviewers will have the option to browse and navigate through the documents using the Resource Room Directory. Users can browse all documents provided as evidence by navigating to the DropBox account.

Many links will direct users to the Colby Community College website as well as to external websites.

Federal Compliance Filing

This document includes the submission for the Federal Compliance Filing as a separate section. A link to the document is listed in the section. Appendices to accompany the filing are also accessible through Dropbox.com.

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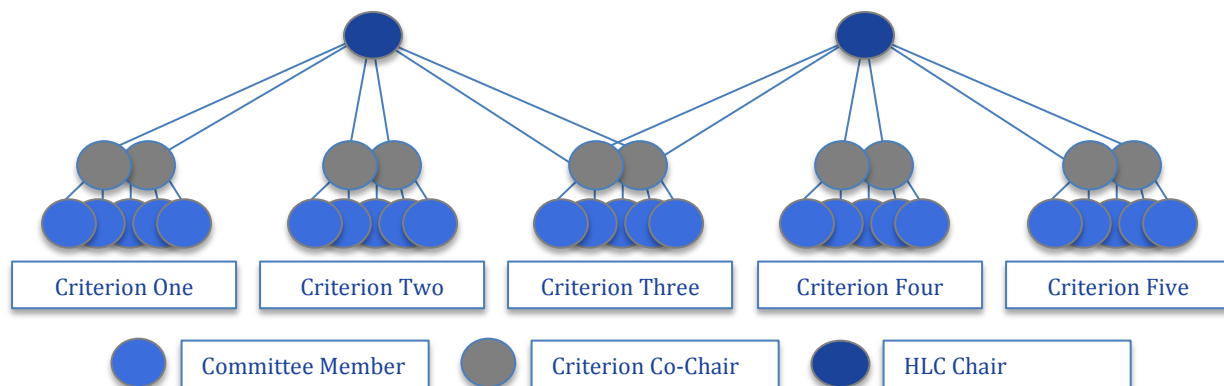
ASSURANCE FILING PROCESS

Overview

Colby Community College received notification from the Higher Learning Commission in early December 2014 stating the site visit team from the September 2014 visit made a recommendation to the Higher Learning Commission Board of Trustees place the College on Probation. The College was required to submit a response to the Institutional Action Council (IAC), the College also sent four representatives to the IAC hearing in Chicago in April 2015. The IAC recommended the College be placed on notice instead of probation. In June of 2015 Colby Community College was officially placed on probation by the board of the Higher Learning Commission.

Planning

Between the IAC meeting in April, and the final decision in June, the College began to redefine the institutional accreditation structure. The Director of Institutional Effectiveness assumed a leadership role along with the Vice President of Academic Affairs. Once the probation noticed occurred, the College immediately began planning for the comprehensive evaluation. The Director of Institutional Effectiveness and the Vice President of Academic Affairs chaired the HLC steering committee. The College decided to build committees for each criterion, and criterion co-chairs would lead each criterion. It was determined to plan the HLC Assurance Filing in preparation for the comprehensive evaluation from June to August 2015 and introduce the plan to the faculty and staff at the beginning of school during in-service on August 13, 2015.

Throughout this process, the HLC Steering Committee met every two weeks and the campus met as a whole once a month. As noted in this document, Colby Community College President implemented a quarterly public update to ensure the community was aware and involved in this process. The following graphic provides an illustration of the HLC structure at Colby Community College, and the preceding table displays the key individuals involved in the creation of the following assurance filing.

HLC Chairs	
Greg Nichols - Vice President of Academic Affairs	Angel Morrison - Director of Institutional Effectiveness
Criterion One: Mission	Criterion Two: Integrity
Doug Johnson (Public Relations)* Todd Voss (Faculty)*	Krista Carter (Faculty) * Mike Thompson (Faculty)*
Jacque Bedore (Bookstore) Shanda Mattix (Faculty) Jane McDougal (Business Office) Bobbette Meier (Faculty) Nance Munderloh (Adult Education) John Olson (Faculty) Tara Schroer (Library Director)	Rita Billips (Mail Room) Ryan Carter (Baseball Coach) John Cersovsky (Campus Security) Linda Davis-Stephens (Faculty) Charles Keefer (Director Student Life) Chris Lee (Registrar) Chris Price (Faculty) Derek Reilley (Faculty)
Criterion Three: Teaching & Learning – Quality, Resources, and Support	Criterion Four: Teaching & Learning - Evaluation and Improvement
Crystal Pounds (Faculty)* Pat Erickson (Faculty)* Matt Perdue (Outreach Director)*	Heidi Bulfer (Faculty)* Lisa Stithem (Student Services Director)*
Shad Clymer (Faculty) Michelle Meyer (Faculty) Dr. George McNulty (VPSA) Amber Nuttycomb (Faculty) Kathy Robert (Faculty) Michael Samuels (Faculty) Jason Tew (Faculty) Jeanann Wilson (Faculty)	Penny Cline (Admin Assist VPAA and President) Monique Eaton (Student Health) Brad Griffith (Faculty) Leisa Hansen (Bookstore) Rebel Jay (Faculty) Dana Juenemann (Faculty) Tom Moorhous (Retention) Tina Schrick (Faculty) Brent Wilson (Faculty)
Criterion Five: Resources, Planning and Institutional Effectiveness	
Seth Carter (President)* Carolyn Kasdorf (VPBA/CFO)* Brad Bennett (Faculty)*	
Scott Carver (Maintenance) Chriss Ellison (Controller) Danell Hamel (Financial Aid) Douglas McDowall (IT Director) Allen Russell (Faculty) Jennifer Schoenfield (Endowment Director) Sammy Tolle (Admissions) Michelle Waugh (Student Accounts)	

* Identifies a steering committee member.

During the planning process, the focus was to have participation across campus. Colby Community College defined the following roles for each stakeholder.

Board of Trustees
- Continued focus on operating through the mission of the College.
- Help communicate to the public the meaning and importance of the process.
- Provide input at board meetings during the President's HLC update.
- Approve final Assurance Filing report.

President
- Provide leadership for the Assurance Filing.
- Hold people accountable for individual tasks.
- Update the community through various events.
- Update the board of trustees on a regular basis.
- Approve the final Assurance Filing report.

Vice President of Academic Affairs
- Provide leadership for the Assurance Filing.
- Hold people accountable for individual tasks.
- Serve as the accreditation liaison officer.
- Coordinate logistics of comprehensive visits

HLC Steering Committee
- Promote the Assurance Filing campus-wide to increase employee commitment.
- Provide valuable input for each criterion
- Final check and balance of the Assurance Filing.

Criterion Committees

- Establish committee timelines.
- Report monthly updates to the steering committee.
- Organize and write the criterions.

Comprehensive Visit Timeline

The College developed the following timeline to guide the Assurance Filing process.

Date	Action	Party
July 2015	Assurance Filing Planning	President's Council
August 2015	Identify Steering Committee	President's Council
September 2015	Individual Criterion Report	Criterion Committees
October 2015	Individual Criterion Report	Criterion Committees
November 2015	Individual Criterion Report	Criterion Committees
December 2015	Individual Criterion Report	Criterion Committees
February 2016	1st Rough Draft Due	Criterion Co-Chairs
March 2016	Feedback on Drafts	Steering Committee Co-Chairs
April 2016	2nd Rough Draft Due	Criterion Co-chairs
May 2016	Updating Data	HLC Steering Committee
June 2016	Final Rough Draft	Steering Committee Co-Chairs
July 2016	Final Report Approval	Steering Committee Co-Chairs

Goals

During the planning process Colby Community College developed a series of goals for the Assurance Filing:

- Improve overall campus planning.
- Monitor students' success and data more regularly.
- Increase financial reserves and improve the overall financial stability of the institution.
- Increase employee morale and satisfaction.

INSTITUTIONAL CONTEXT

Colby Community College Location

Colby Community College is a two-year, open-admission community college, in the northwest corner of Kansas. The town of Colby sits in the midst of some of the most productive farmland in Kansas. Agriculture and the supporting businesses are the predominant industries in the 14-county service area. In 2010, the U.S. Census Bureau recorded the total population of the Colby Community College service area at 53,700 (compared to 59,123 in 2000). The population is distributed over approximately 13,512 square miles, about 3.97 people per square mile (compared to 4.4 in 2000). The total land mass of Kansas is 81,759 square miles. In 2010, there were approximately 35 people per square mile in Kansas (compared to 32.9 people per square mile in 2000). Nationwide, there were approximately 87.5 people per square mile in 2000. The United States recorded a 9.7% population increase from 2000-2010.

Background

Though the idea of a college in northwest Kansas first formed in the 1930s, it took three more decades to materialize. When the Eurich Report was presented to the Kansas Board of Regents in 1962, it featured the "open door" policy to ensure equal educational opportunity. This was followed by the 1965 Kansas Community College Act which helped community (junior) colleges statewide start the planning by allocating state money; the resources were in place to make Colby Community College a reality. Before the Kansas Community College Act, Thomas County voters approved the establishment of a two-year college by a decisive margin of nearly nine to one. Colby Community College classes began on August 31, 1964.

The original enrollment was 119 with a full-time equivalency of 55. In 2010, numbers were 2,073 and 972, respectively.

Campus Origins

The first Colby Community College classes met in various buildings including the high school, Community Building, City Hall, and a hotel. An empty three-story building was refurbished to serve as a student residence hall.

After extensive consideration of eight competing sites, construction of the Colby Community College campus began in 1965 at the current location. The College financed the campus construction through a million-dollar bond issue passed by Thomas County voters by a three-to-one margin.

Mission

The mission of Colby Community College is engaging others in learning and service opportunities to positively affect their world.

Vision

Colby Community College will provide the highest quality education possible while promoting a life of study and service in an ever-changing and diverse society.

Affiliated Accreditation

Colby Community College is accredited by the Higher Learning Commission. Many of the specialized programs are accredited by respective professional associations. The Physical Therapist Assistant (PTA) program is accredited by the Commission on Accreditation in Physical Therapy Education. Nursing is accredited through the National League of Nursing and the Kansas State Board of Nursing. The Veterinary Technology program is accredited by the American Veterinary Medical Association. The Emergency Medical Technician (EMT) program is licensed by the State Board of Emergency Medical Technicians. The Dental Hygiene program is accredited by the Commission on Dental Accreditation. The Institutional Actions Council of the Higher Learning Commission voted to extend accreditation to include distance delivery of the AGS, AA, and the AS degree, coordinated by the eduKan Online Consortium Agreement.

Governance and Administration

Colby Community College is a public two-year community college governed by a locally-elected six-member Board of Trustees who serve four-year terms. The College President, appointed by the Board of Trustees, serves at the pleasure of the Board. The President is assisted by the Vice President of Student Affairs, the Vice President of Business Affairs and the Vice President of Academic Affairs. Four division chairs and ten program directors head the instructional/vocational programs.

RESPONSE TO ACTION LETTER

Colby Community College experienced a large amount of administrative turnover during the last ten years. President Seth Carter assumed the role in March 2015, which marked the 4th president since 2006. Immediately, the President relieved the Vice President of Business Affairs/Chief Financial Officer (CFO) of their duties and selected an interim CFO until the hire of Ms. Carolyn Kasdorf in July 2015, which marks the fourth CFO since 2008. The College most recently replaced the Vice President of Academic Affairs, Mr. Nichols. The College replaced Mr. Nichols with Vice President of Academic Affairs Brad Bennett, who was formerly a faculty and division chair and has been with the College since 2008. The new Vice President of Academic Affairs also served as the interim CFO in the spring of 2015. The Vice President of Student Affairs has held the position since 2013. The College has taken major steps to stabilize the administrative team and feels confident in the stability of leadership at Colby Community College. The following will provide a brief response to the action letter received July 8, 2015. The concerns are addressed in more detail in the respective criterions.

The College is out of compliance with Criterion Four, Core Component 4.C., "the institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs," for the following reasons:

- The College had not yet defined goals for student retention, persistence, and completion at the time of the team visit in September 2014, and while it has since articulated such goals, the College has only a very limited history of reviewing this information and using data on student success to inform future strategies for improved retention, persistence, and completion.

Response: *While the College did not clearly define goals for student retention, persistence, and completion, the College followed its strategic goal of encouraging a culture of student success and persistence. In doing so, the College formed the Enrollment Management Committee in the 2013-2014 academic year. The Enrollment Management Committee, co-chaired by the Vice President of Student Affairs and a Business faculty member, worked with academic and co-curricular departments on campus to develop enrollment management plans. Plans incorporated strategies to govern each department to improve retention, persistence, and completion. The College developed the Enrollment Management Database to use as an assessment tool to evaluate the progress on each plan annually. Each department has the opportunity to evaluate and report on the results of the plan and to make improvements on strategies for the upcoming academic year.*

While addressing concerns from the 2014 visit, the College determined it was necessary to re-evaluate how it defines success. From that, the administrative team began utilizing the Kansas Board of Regent's Community College Success Index Score to understand its placement in retention, persistence, and completion amongst other Kansas community colleges. The College used this metric to establish a baseline which allowed for goals to be determined for smaller populations of students. For example, the College reviewed graduation and retention rates amongst student athletes which lead to evaluation of recruiting methods and a focus on student-athlete experience. To clearly communicate institutional goals, the Student Success Measures report was distributed in April of 2016. Distribution of the report will occur each spring.

The College is out of compliance with Criterion Five, Core Component 5.A., "the institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future," for the following reasons:

- In recent years, the College has experienced a significant decline in unrestricted reserves as a result of declining enrollment and decreased state appropriations;

Response: *The College experienced a drastic reduction in state appropriations since 2008. When the reductions started to occur, the College became personnel-heavy, which compounded the financial issues. Since 2014, when an employee resigns or retires, the College completes a needs-assessment on the vacated position to evaluate the impacts of not replacing the employee. The College was able to reduce spending in other areas as well. During this time the College experienced an increase in local appropriations. In combination with this increase, the College received $2,863,426 in donations and grants since April 2015. While state appropriations continue to decline the College is increasing the financial position and improving the* Composite Financial Index *as demonstrated in core component 5.A.2. of this assurance filing.*

- The College projected future increases in tuition revenue based on credit hours taught in 2014-15, but its tuition revenues actually declined as a result of a decrease in the total number of credit hours taught;

Response: *The following table provides enrollment numbers for the past five years. The average enrollment over the timeframe is 30,471 credit hours. Credit hours did increase in 2014-2015 and then slightly decreased for 2015-2016. This 3.4% reduction is far less than the average reduction in enrollment across the State of Kansas. The College budgeted for a steeper decline in enrollment. The College continues to increase online course offerings and other recruitment tools to offset the decline in enrollment.*

School Year	Credit Hours
2015-2016	29,589
2014-2015	30,911
2013-2014	30,624
2012-2013	31,964
2011-2012	29,266

- While the College has an interim Chief Financial Officer and has plans to hire a new CFO in the near future, recent audits of the College have identified several findings, including material and significant internal control weaknesses;

Response: *Colby Community College was able to hire a new Vice President of Business Affairs (VPBA) who brought experience and fiscal stability to the institution. In the fiscal year 2013-2014, the College had thirteen material audit findings. The new VPBA was able to implement significant internal controls and improve processes. During the fiscal year 2014-2015, the College with new leadership was able to reduce the material audit findings to seven. The College fully expects to have zero material audit findings for the fiscal year 2015-2016.*

- The College lacks a multi-year financial plan outlining how the College will restore funds to its unrestricted reserves or fund new liabilities; and while the College has developed a capital plan, engaged in more conservative budgeting and forecasting, explored consortium pricing and undertaken other approaches, these approaches have not yet demonstrated a stable resource base that supports the College appropriately now and in the future.

Response: *In June 2015 the Board of Trustees approved a financial reserve policy focused on increasing the reserves. The College continues to evaluate all contracts, which has resulted in a $200,000 savings. The bonds, which provide the debt service of the school, were refinanced in the July of 2016. On July 18, 2016, the Colby Community College Board of Trustees unanimously voted to refinance the bond debt. This refinancing allowed the College to save $2,294,308.28; this equates to an average annual savings of $109,252.77 after all fees are assessed. These efforts and initiatives provide Colby Community College further financial flexibility. Additionally, as part of this process, the College received a credit agency rating, which resulted in an A- rating. This rating is a reflection and a testament of the financial progress the institution has made. Colby Community College Composite Financial score was -0.5 in 2011 and increased to 4.3 in 2015. These aforementioned measures illustrate the College's focus on financial improvement and stability.*

- The College is out of compliance with Criterion Five, Core Component 5.C, "the institution engages in systematic and integrated planning," for the following reasons:
- While the College has recently developed a strategic plan, the College does not have a record of successfully implementing sustained and integrated planning; The College's planning efforts are fragmented with inconsistent efforts across the divisions and departments of the College to develop implementation plans to support the strategic plan or feedback loops to assess progress related to the plan;
- At the time of the team visit the strategic plan lacked a clear and effective link to academic program review or budgeting; and Academic planning and faculty engagement in planning appears to be limited, and faculty engagement in the strategic planning process has been limited because the plan has undergone changes with each of three leadership shifts.

Response: *Colby Community College utilizes an integrated, comprehensive planning approach to align its resources with College's mission, vision, and strategic goals. In June of 2012, the College adopted the current 2012-2017 Strategic Plan. As outlined in the Plan's process, the administrative team at the time developed a series of master plans further outlining implementation strategies by assigning goals to the different areas, such as academics, student affairs, and operations. During a time of turnover in leadership, no documentation of progress on the plan was made until June of 2014 when an assessment matrix was provided to the Board of Trustees.*

After receiving feedback from the 2014 site visit, it became apparent the need to re-assess the way in which the College evaluated its planning process. During this time, administration underwent new leadership once more by hiring President Seth Carter in the spring of 2015. Under new leadership, those serving on the President's Council also served on the Strategic Planning Committee. The Committee dedicated themselves to bi-monthly strategic planning meetings and continues to meet in this frequency. These meetings were used to reassess the strategic planning process,

gain a better understanding of the involvement of faculty, staff and administration, as well as perform a thorough completion of the Assessment Matrix. The Assessment Matrix outlines strategies, action steps, responsible parties, linking to budget and resources, and lastly, provides an update or final results as part of the evaluation. The evaluation resulted in immediate action. The Plan's goals and objectives were re-evaluated, re-assigned or retired to better suit timelines, available resources, and overall support. This process made for more succinct, obtainable and sustainable goals.

The Planning Committee, during the 2015-2016 academic year, focused its efforts on the evaluation of the plan and recognized the importance of closing out the current plan despite significant changes in administration. In doing so, the new administration had the opportunity to better understand the College's strengths and opportunities, as well as create a culture of collaboration and accountability. The Planning Committee has developed goals for the 2016-2017 academic year that outlines the process for developing the new 2017-2022 Strategic Plan, as well as educate faculty and staff on their role in shared governance and strategic planning.

The College is out of compliance with Criterion Five, Core Component 5.D, "the institution works systematically to improve its performance," for the following reasons:

- The College has only limited data suggesting the effective and sustained implementation of the strategic plan and while the College has successful components of institutional effectiveness, planning, and resource management in place, the College has not yet demonstrated a record of sustained commitment to these endeavors.

Response: *Components of institutional effectiveness, planning, and resource management are incorporated into the day-to-day operations at Colby Community College. As discussed previously in this document, the College utilizes external and internal metrics to measure the success of its students. The effectiveness of academic programs is measured through regular program reviews, course assessment, and profit/loss evaluations as discussed further in Criterion 4. Enrollment Management Plans continue to govern departmental strategies for increasing retention, persistence, and completion across the institution. At the time of the visit, Enrollment Management plans were conglomerated and had since been centralized with a more comprehensive process incorporating annual evaluation. The College is in its third year of the Enrollment Management process. Departments evaluated 25 plans with 142 objectives. Of those objectives, 70% were accomplished. If objectives were not met, the College reviewed data and gathered recurring themes as reported through evaluation: faculty workload, time constraints, issues with data collection, funding/budget. These reported recurring themes are incorporated into the following year's plan to improve processes and meet objectives.*

The College recognizes the importance of data collection and evaluation. Regular enrollment updates, annual academic year summary reports, and external reporting results published regularly all aid in the development of a data-driven decision management culture. Using data, the College can make decisions regarding policies and the utilization of its resources. For example, the College recognized a need to evaluate and streamline its athletic scholarship process. Through many discussions with coaches, faculty and the business office, the College reviewed revenue generated from student-athletes. In doing so, the College updated its policy concerning students receiving performance-based scholarships to ensure the opportunity to provide scholarships was within the limits of institutional resources. Weekly [Administrative Council minutes](#) demonstrate discussions regarding resource allocations, updates regarding legislative policies and progress toward institutional benchmarks - all final decisions made through data-driven decision management.

CRITERION ONE: MISSION

CRITERION ONE: MISSION

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

CORE COMPONENT 1.A.

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

In Kansas, community colleges are centers of educational opportunity providing service to the surrounding communities. The community colleges are "open-door, community-based" institutions founded on the belief individuals should have the opportunity for education and training beyond high school and are institutions designed to serve the communities.

The formal institutional mission statement of Colby Community College reflects a belief that the College exists to serve and provide service and educational opportunities:

> *The mission of Colby Community College is engaging others in learning and service opportunities to positively affect their world.*

Also, the College has a corresponding vision statement reflecting the underpinning belief in education, learning, and service:

> *Colby Community College will provide the highest quality education possible while promoting a life of study and service in an ever-changing and diverse society.*

The College has seven purposes that align with the mission and vision statements. The purposes were created to enhance both student and community needs to address the institutional mission. The purposes of the College are stated in the institutional catalog and on the website:

1. Offer two-year college transfer programs leading to an associate degree for students who wish to obtain a baccalaureate degree after transferring to a four-year college or university.
2. Offer both Associate in Applied Science degrees and certificate programs in vocational and technical education for students who wish to gain competence in specific skill areas or to upgrade skills.
3. Offer a developmental education program to serve all students who need improved academic skills, including adult basic education and preparation for the tests of General Educational Colby Community College Mission.
4. Offer continuing education courses and community service activities and assist economic development by providing customized on-site training.
5. Offer students a full range of support services.
6. Offer facilities and human resources in support of educational, civic and cultural endeavor.
7. Offer state-of-the-art technology systems to enhance the quality of life.

The philosophy of Colby Community College complements the mission and vision statements. It is designed to provide students with opportunities, encouragement, and a personal experience to help the student succeed. The philosophy is accessible on the CCC Web site, in the catalog, and in additional college publications. It reads:

Colby Community College demonstrates dedication to the belief that each individual in northwest Kansas should have the opportunity to develop and extend skills and knowledge for the attainment of personal objectives. Implicit in this belief is the idea that education is a lifelong process. The College encourages the people who live in this area to participate fully in its program of educational services. The College strives to meet the needs of its students regardless of age, sex, creed, race, aspiration or educational level.

Students attending Colby Community College are the most important people associated with the institution. All students deserve the opportunity to succeed regardless of specific goals or aspirations. It is the intention of the College to encourage individual success by respecting originality and fostering potential through programs that include excellent classroom instruction, multiple opportunities for leadership, and an organized plan for counseling and advisement. Attending Colby Community College is designed to be a personal experience for students.

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

After receiving input from faculty and staff members, the current CCC Mission Statement was developed by the Strategic Planning Committee and formally approved by the Board of Trustees on May 21, 2012. It is reviewed periodically, most recently in January 2016. The mission statement is the foundation from which all college activities flow. It is well publicized and broadly understood by those directly involved with the College and by the community the College serves. In simplest terms, the goals of the institution involve a commitment to serve the community, provide equal and fair treatment to all students, to have a comprehensive educational program and to value lifelong learning.

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

As a rural, public institution with open admissions, Colby Community College makes a concerted effort to align its academic programs, student support services, and enrollment profile with the mission, vision, and strategic plan.

The College provides over 60 academic fields of study in arts, humanities, social sciences, natural and physical sciences, business, and health sciences, allowing for a variety of Associate of Arts, Associate of Science, Associate of Applied Science, and certificate goals.

Approximately 22% of Colby Community College students transfer to another postsecondary institution in Kansas. To meet student needs, transfer education is critical and demonstrated in several ways:

- Faculty regularly participates in statewide meetings to discuss core learning outcomes in general education courses. The meetings are attended by university and community college faculty to ensure general education curricula align to enhance transferability and common instruction.

- [Kansas Board of Regents](#) identified and approved fifty-six courses which are transferable within the state's public two and four-year schools. The process strengthens curriculum alignment and transferability for CCC students within the state's public higher education system.
- CCC has [articulation agreements](#) with other postsecondary institutions (public and private). A portion of these are reverse transfer agreements that help students' complete academic goals.

The mission guides the development of CCC's support programs to ensure alignment with the institutional enrollment profile. Results of ongoing assessment influenced several changes, including expanding operating [hours](#) in the campus library, increasing tutoring [services](#) in the Comprehensive Learning Center, and increasing the availability of [wireless internet](#) in all residence halls. Based on student and staff input, in January of 2016, the College created a position to assist the Director of Student Accounts to serve students more efficiently. In February, the College identified faculty needs and allocated approximately $35,000 to improve technology in fourteen classrooms and to purchase fourteen new faculty laptops. The Technology Committee will develop a laptop replacement schedule in the fall of 2016.

The institution also made changes to serve online and concurrent enrollment populations.
- In 2015 CCC installed new technology in select outreach locations to provide a modern infrastructure to deliver college courses.
- Faculty attended professional development.
- June of 2016, the College launched Canvas as the new learning management system. The College also expanded tutoring services to include [online students](#).
- Enhanced tutoring and proctoring services on the College website.

1.A.3. The institution's planning and budgeting priorities align with and support the mission.

To operationalize the mission and vision statements, the institution created, implemented, and [assessed](#) the [2012-2017 Strategic Plan](#) articulating goals and expected outcomes. The current plan was a collaboration of approximately 20 members from the campus community and represents all constituencies. The plan opens with the mission and vision statements centers on three themes: *Student Centered Services, Growth and Development, and Community*. The Strategic Planning Committee reviews the plan throughout the academic year.

The budget is constructed in a manner that adequately represents the institution's priorities and respective mission. The budget model used at Colby Community College is an all-funds budget that analyzes and accounts institutional expenses and generated revenue. This budget accounts for all departments separated by focus (i.e. academics, business, maintenance, etc.). The budget is created with collaboration at multiple levels, from the department head to the respective vice president, to the Vice President of Business Affairs, President, and ultimately the Board of Trustees. The [budget](#) must then be published for public approval, during which the institution answers questions and

listens to concerns. Additional information on planning and budgeting is available in Core Component 5.C. of this document.

CORE COMPONENT 1.B.
The mission is articulated publicly.

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

The College articulates its mission through multiple public documents found in a variety of locations. The CCC mission appears in the catalog. It also appears on the school's program brochures , promotional flyers, view books, all class schedules, course syllabi, meeting minutes, and website. Employees are encouraged to display the mission in the signature line of employee email. The Mission is present on the scrolling signs in the Robert Burnett Memorial Student Union and in the Bedker Memorial Complex. Additionally, the President provides a weekly update on overarching institutional goals either in the campus-wide staff meeting or via email.

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

The mission documents are appropriate for a comprehensive community college by affirming the educational responsibilities of the institution while also speaking to its role in a changing and diverse society.

The 2012-2017 Strategic Plan aligns with the mission and vision of the College by establishing three themes and six goals, all of which are mission-driven. The three themes are Student-Centered Services; Growth and Development; and Community. All of these themes support the mission in an essential manner, and they represent the most important priorities of Colby Community College.

The mission is current. As stated in Criterion 1.A., the Strategic Planning Committee reviewed the mission in the 2011-2012 academic year, and the Board of Trustees approved it in May 2012. The Strategic Planning Committee reviewed the Mission in January 2016. The Board of Trustees then reviewed and approved the mission, vision, and philosophy statements during the January 2016 Colby Community College Board of Trustees meeting.

The mission is known and understood by all institutional employees. The mission is clear, concise, and meaningful to all stakeholders. The statement seeks to help students achieve beyond academics, preparing individuals to be successful and contributing members of society through service learning opportunities, cognitive processes, and cultural perspective.

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

Colby Community College understands its constituents to be the students who study and work at the institution, faculty, and staff that support the mission, and the communities in which the institution is engaged in educational services and research activities. The College engages online learners and provides access to similar on-campus services through online tutoring services, flexible faculty contact methods, and hybrid forms of instruction.

The Philosophy statement extends the Vision and Mission and identifies the intended constituents of College educational programs and services. These statements also make it clear that stakeholders are responsible to broader communities. CCC students are expected "to positively affect their world," and the College realizes it is responsible for "promoting a life of study and service in an ever-changing and diverse society." Additionally, the seven purposes identify the basic mission of the College as offering two-year college programs, developmental education, continuing education, and service.

CORE COMPONENT 1.C.

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

Colby Community College understands it is responsible for "engaging others in learning and service opportunities to positively affect their world. Written with an eye toward inclusiveness, the mission statement is further enhanced by the subsequent vision statement and the commitment of "promoting a life of study and service in an ever-changing and diverse society." CCC endeavors to complement its educational service through a series of initiatives, services, and opportunities for a diverse population of students, faculty, and staff. A large number of offices, departments, and divisions are involved in operationalizing Colby Community College's role in a multicultural society.

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

Colby Community College is one of 19 publicly supported two-year colleges in Kansas. CCC provides post-secondary educational opportunities to a 14-county service area. The constituency in this service area has a decreasing general population, but an increasingly diverse racial and ethnic population. (See Census Table below). For Colby Community College to develop a plan of inclusion and diversity, which provides equal opportunities for employment and education, the College must first consider the demographics of the community it serves.

Colby Community College Census Data for 14-County Service Area

2000	2010
Total Population: 59,123	Total Population: 51,005
Population by Race:	**Population by Race:**
American Indian 0.3% (181)	American Indian 0.4% (186)
Asian 0.3% (154)	Asian 0.4% (219)
Black/African American 0.9% (547)	Black/African American 0.9% (473)
Hispanic/Latino 2.3% (1,365)	Hispanic/Latino 4.2% (2,161)
White/Non-Hispanic 97% (57,105)	White/Non-Hispanic 94% (47,966)

*2000, 2010 Census estimates

Colby Community College understands human diversity includes background and culture, ethnicity and race, gender and sexuality, age, country of origin, religion, and abilities. (see Philosophy statement: "the College strives to meet the needs of its students regardless of age, sex, creed, race, aspiration or educational level). Recruitment and admission initiatives, academic programs, and student affairs activities exemplify this understanding.

CCC also reflects attention to issues of human diversity in its themes, goals, and purposes, which accompany the mission statement. Of the seven purposes, two relate directly to human diversity:

- Offer students a full range of services.
- Offer facilities and human resources in support of educational, civic, and cultural endeavors.

CCC's commitment to human diversity and to addressing its role in a multicultural society is also present in one of the General Education Outcomes:

> *The College has identified the following expectations for all students who complete a degree at Colby Community College:*
> - *Evaluate their intercultural sensitivity and global awareness*

Beyond the overall mission of the College, academic programs individually recognize the importance of a multicultural society and human diversity in educating students and interacting with constituencies beyond the institution. Examples are present in the following academic program statements:

Criminal Justice

> The Criminal Justice Program at Colby Community College prepares graduates to compete for highly popular positions in criminal justice organizations, or for further study in criminal justice or related studies, such as law, criminology, forensics, and public administration. The curriculum provides students with the skills to understand the complexities of crime and society. It also allows students to learn about the various stages of the criminal justice system, to critically analyze its workings and tensions, and to explore the connections between the individual, society, law, science, crime, and *justice and consider alternative strategies for working with diverse communities.* (Emphasis added*)* [(Program Review Part 1B)](Program Review Part 1B)

Health and Physical Education

> **Mission:** Our mission is to educate students and the public about all varieties of health, fitness, and other aspects of PE and sports, *such as gender and race.* (Emphasis added) (Enrollment Management Report)

Social and Behavioral Science

> The mission of the Social and Behavioral Sciences Department is to generate and disseminate knowledge and information that is theoretically driven and policy relevant for the fields of Social and Behavioral Sciences and Criminology which empowers the students

of today to live and work in the world of tomorrow. This is accomplished by (1) offering a contemporary education through a multidisciplinary curriculum that explores the connections between the individual, society, law, politics, science, crime, and justice; *(2) engaging in service learning, Internships and other civic engagement activities affecting diverse populations in a variety of community settings;* (3) producing students who are critical and ethical thinkers, knowledgeable about the issues of contemporary society, and prepared for continued studies in their undergraduate studies in universities; and (4) collaborating with public and private agencies through education and training ventures that *enhance our understanding of, and response to, issues associated with societal needs.* Through these activities, the Department strives to promote basic principles of student learning and benefit the community at large. (Emphasis added) (Enrollment Management Report)

Art Department

…*Provide exposure to outside cultural influences* by designing a cultural trip to areas with diverse culture outside that of local influence. (Enrollment Management Report)

Pre-Teacher Education Program

With the College's mission being about learning service to affect their world, the Education Program's focus is on the students learning about the education field through classroom and hands-on experience. While they do this, *they have the opportunity to positively affect their world* while gaining valuable expertise in the local public school. (Program Review)

Mathematics

Specifically, the CCC Mathematics goal is to assist in the creation of a mathematically literate society that ensures a *workforce that is equipped to compete in a technologically advanced global society.* (Program Review)

Music

… we are providing learning and service opportunities, through *performances, which positively affect our community.* (Program Review)

Speech

… students participate in front of an audience to engage their learning so they will have a *positive impact on their world.* (Oral/Written Communications Program Review)

English

… students learn skills which allow them to create a *positive impact in the world.* These skills include the ability to write in various modes for various audiences, to research and *view the perspectives of others* before taking a stand, and to think critically. (Oral/Written Communications Program Review)

Physical Therapist Assistant

> … the program goals state demonstrating an *awareness of social responsibility, citizenship, and advocacy* through participation in community service activities. (Program Review)

Veterinary Technology

> …. the program will also encourage the lifelong professional growth of veterinary technicians and provide *service opportunities that positively affect their world.* (Program Review)

Massage Therapy

> …. demonstrate an awareness of *social responsibility, citizenship, and advocacy* through participation in community service activities. (Program Review)

Employment

Colby Community College publishes its Notice of Non-Discrimination statement in several publications, on the website, and in student and faculty handbooks.

> Notice of Non-Discrimination: Colby Community College provides equality of opportunity to its applicants for admission, enrolled students, graduates, and employees. The College does not discriminate with respect to hiring, continuation of employment, promotion, tenure, other employment practices, application for admission or career services and placement on the basis of race, color, gender, age, disability, national origin or ancestry, sexual orientation or religion. For inquiries regarding the nondiscrimination policies, contact the Vice President of Student Affairs, Title IX and ADA Coordinator, Colby Community College, 1255 S. Range Ave., Colby, KS 67701 785.460.5490.

Colby Community College includes diversity language in all employment position announcements. The institution expects search committees to comply and create strategies that broaden and deepen the candidate pools to ensure a commitment to a diverse workforce.

The population demographics of the region do not lend well to recruiting high levels of diversity among employees, so efforts to recruit a more diverse staff remains a priority for the administration. For instance, the College encourages minority applications in every job posting and uses national search agencies when possible to seek diverse candidates.

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

CCC has aligned processes and activities with its mission and stakeholders through multiple channels. In recent years the College:

- Identified 10 social science and humanities classes that meet cultural awareness outcomes in the curriculum and require each student to take courses that meet this goal. The courses are noted in the College Catalog.

- Changed outcomes for Student Success Seminar (SO100), a course for first-time, full-time students, to include a more robust level of attention to cultural awareness. SO100 also includes diversity assignments in ethnicity, socioeconomics, religious, geographic and cultural interests. The classes are required to participate in a service learning project. An example of this is partnering in a mentoring project with elementary students. Another class partnered with Prairie Living Center in group activities, providing learners the opportunity to interact with a diverse population of the elderly. The course is a requirement for all majors, in transfer or technical curriculums.
- Formed a Diversity Committee to address multicultural awareness across campus through events. For the 2016-2017 school year, the Committee will send monthly newsletters to campus with recommendations of training and professional development opportunities to further expand multicultural awareness.
- The Diversity Committee organizes Diversity Week as well as hosts activities that include safe zone training, which helps the College community understand issues of sexual orientation and gender identity; movies on multicultural issues; a formal dinner that highlights international cuisine and customs; lectures; and encouraging students and college personnel to sign a "pledge against prejudice."
- Hosts the annual Art Walk in downtown Colby. The CCC Art Club organizes the event and invites multiple artists to provide a diverse experience for students and the public.
- Recognizes the International Students and Friends Organization (ISFO) as an official college organization. ISFO is open to all students.
- Schedules student-athletes to participate in hundreds of hours of community service projects that expose them to a diverse population each year. Volunteer activities include assisting at after-school programs, working booths at the county fair, and moving food for the Genesis-Thomas County food bank.
- Hosts the Dr. Max Pickerel Lecture series, which often includes multicultural presentations. Topics in the series from 2013-2015 were:
    - September 2013: Lecture by Richard Feldman, author of Ricochet: Confessions of a Gun Lobbyist
    - February 2014: Lecture by Leroy Towns, a Colby native and University of North Carolina-Chapel Hill Professor of Practice Emeritus, "The Race for Kansas Governor: Elections in a Social Media World."
    - September 2015: Lecture by Dr. Temple Grandin, autism advocate and author of "The Way I See It: A Personal Look at Autism and Asperger's."
    - April 2016: Lecture by Dr. Nancy Wadsworth, a professor at Denver University, "Dinner topics to (Stop) Avoid(ing): Race, Religion, and American Politics These Days."
- Provides academic classes and life skills to the inmates at the Norton Correctional Facility. The Adult Education department organizes and instructs the classes to prepare inmates for reentry into society. The diverse population includes learners of different educational, socioeconomic, ethnic, and geographic backgrounds. Specifically, the institution provides instruction and feedback in the form of completing applications, resumes and cover letters. This is followed by mock interviews with feedback for inmates and for students on campus.
- Partnered with Kansas Work Force to assist Northwest Kansas learners. Individuals receive assistance in obtaining scholarships, internships, job skill assistance, and career planning.

Participants have backgrounds that include limited English proficiency, immigrants, first-time college students, special needs students, drug and alcohol dependency, and criminal offenses.

Recent and ongoing activities include:

- Reduced course tuition for residents of Thomas County age 65 and older.
- Workshops and training on diversity topics.
- Campus-wide community service activities by students and employees.
- Trio Student Support Services (SSS) Grant awarded in 2015. CCC has received the grant every five years since 1990 to serve students who are first-generation, low-income, and those with disabilities.
- The Retired Senior Volunteer Program (RSVP) Grant, providing those 55 and older an opportunity to volunteer while providing a community service.

CORE COMPONENT 1.D.

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

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

Through its mission, core values, and vision statements, Colby Community College understands and demonstrates its obligation to serve the public in several ways. The institution welcomes the use of college facilities by faculty, staff, and local civic clubs and organizations. No fee is charged to a public or nonprofit group to use the facilities, and for-profit entities sometimes pay a fee that covers the use of utilities and custodial services. CCC facilities are regularly used by the Rotary Club, Kiwanis Club, Lions Club, American Red Cross, ACT, and others.

Also, the College works with Colby High School to make maximum use of facilities at each venue at no cost to either entity. In 2016 CCC collaborated with CHS and the City of Colby to share usage and maintenance of a baseball field at the city recreation complex, where all CCC baseball games occur.

The College provides office space to the Kansas Department of Commerce, regional project director for business and community development, who covers a 24-county area. The College also provides office space for the FHSU Small Business Administration and the Retired Senior Volunteer Program grant.

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

Colby Community College functions as a not-for-profit institution of higher learning, operating programs and granting degrees to add to the public welfare. CCC has no other parent organization or investor group and is governed by an elected Board of Trustees who are required to be legal residents of Thomas County.

The institution's mission, vision, and philosophy consistently affirm that CCC is foremost responsible for providing education. The stated institutional purposes are designed to meet both student and community needs through service and assist with economic development.

The Board of Trustees has a fiduciary responsibility to ensure the institution is prudently operating in a fiscally sound manner. Board members do not receive compensation for their service. The institution's financial statements and the five-year strategic plan demonstrate there are no external interests that detract from the intention of the CCC mission. As noted in the following chart, the majority of the institutional budget is allocated to academics and support services.

FY 2014 Audited Expenses
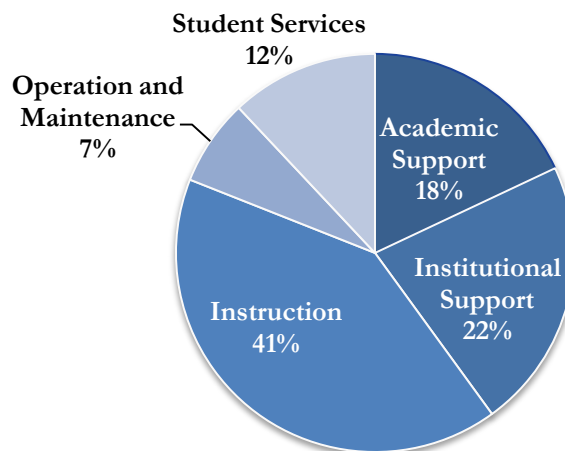
1.D.3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

In 2012 the College contracted with Economic Modeling Services, Inc. (EMSI) to prepare an economic impact [study](#). The report included the College economic impact compared with economic and social data for counties affected by college programs and services. The report revealed that spending of non-local students contributes $14.1 million to the northwest Kansas economy each year.

As the mission suggests, opportunities for learning is critical to the institution. In recent years the College has demonstrated its commitment to the public good in several ways by extending existing programs and developing new programs to meet needs of the region.

A 2010 [assessment](#) determined a need for expanded health care training. Colby Community College and the Dane G. Hansen Foundation of Logan, Kansas, partnered with the Norton County Hospital and Norton Economic Development to expand the existing nursing program in the Norton community. In 2012, the Norton nursing facility was renovated to expand the number of admitted students. Additionally, requests from the community of WaKeeney to fill a need for nurses in the area initiated opening a nursing program in the fall of 2012.

Recognizing the shortage of credentialed veterinary technicians in the state of Kansas, Colby Community College sought to expand the current veterinary technology program to an online format. In 2011, CCC was awarded a $960,000 grant from the USDA National Institute of Food. [Enrollment in the program has doubled in three years](#) to serve students both regionally and nationally. The veterinary technicians support basic and applied studies in Kansas' research institutions and private-sector companies and produce the workforce needed for Kansas' veterinary practices, the national Bio-and-Agro-Defense Facility in Manhattan, and companies that comprise the Kansas City Animal Health Corridor.

CCC is also making a concerted effort to strengthen engagement with alumni, as the institution relies greatly on alumni for recruiting, financial, industry, and advisory support. The Endowment Foundation director created the Alumni Relations Committee in fall 2015 for the purpose of planning and organizing. The committee decided the purchase of a database management system should be the initial step, and in March 2016 the Board of Trustees and the Foundation board agreed to share the cost of purchasing Blackbaud alumni management system. The system is scheduled to be fully operational by Fall 2016.

The College also relies on program [advisory boards](#) that include CCC staff and representatives from business and industry. The meetings provide a forum for industry personnel to offer input on curriculum and skill development to help students be competitive in today's job market.

Faculty, staff, and administrators serve their professions in multiple ways. Faculty and staff have been [published](#) or [presented](#) at local, regional, and national meetings in their respective disciplines.

CCC encourages employee participation in the community. A recent survey indicated college personnel is engaged through the institution, or in their private lives. The office of institutional

effectiveness conducted a Community Engagement Survey that asked by faculty and staff about volunteer time spent in the community. Seventy eight percent of respondents reported a level of involvement in a community organization as a volunteer, and 58% contribute over six hours of time per month.

Activities include community, commerce, and the College. Examples include:

Fine Arts and Culture	Youth Programs	Commerce and Industry
- Art Walk - Musical Programs - Community Musicals annually - Hosting regional music contests for area K-12 school districts	- Athletic camps - Kids College - Fishing Derby - Boy Scout and Girl Scout Activities - Prairie Museum Fair	- Annual Bull Test and Sale - Genesis Food Bank - Internships - Job fairs (nursing) - Dental Hygiene appointments (open to community) - Physical Therapist Assistant (PTA) massage clinic - Massage Therapy Clinics

Community Enrichment Courses and Workshops		Public Use of Campus Facilities
- Outreach - CAN - CMA - Nursing Updates - Geriatric Symposiums - Max Pickerill Lecture Series - Microsoft Office 2010 Workshop - Mobile Device Workshop		- Library - Swimming Pool - Weight Room/Gym - Tennis Courts - Meeting Rooms - Cultural Arts Center - ACT uses the Library and Bedker for testing - PPST uses the Library - Walking Trail - Cafeteria - Computer Labs
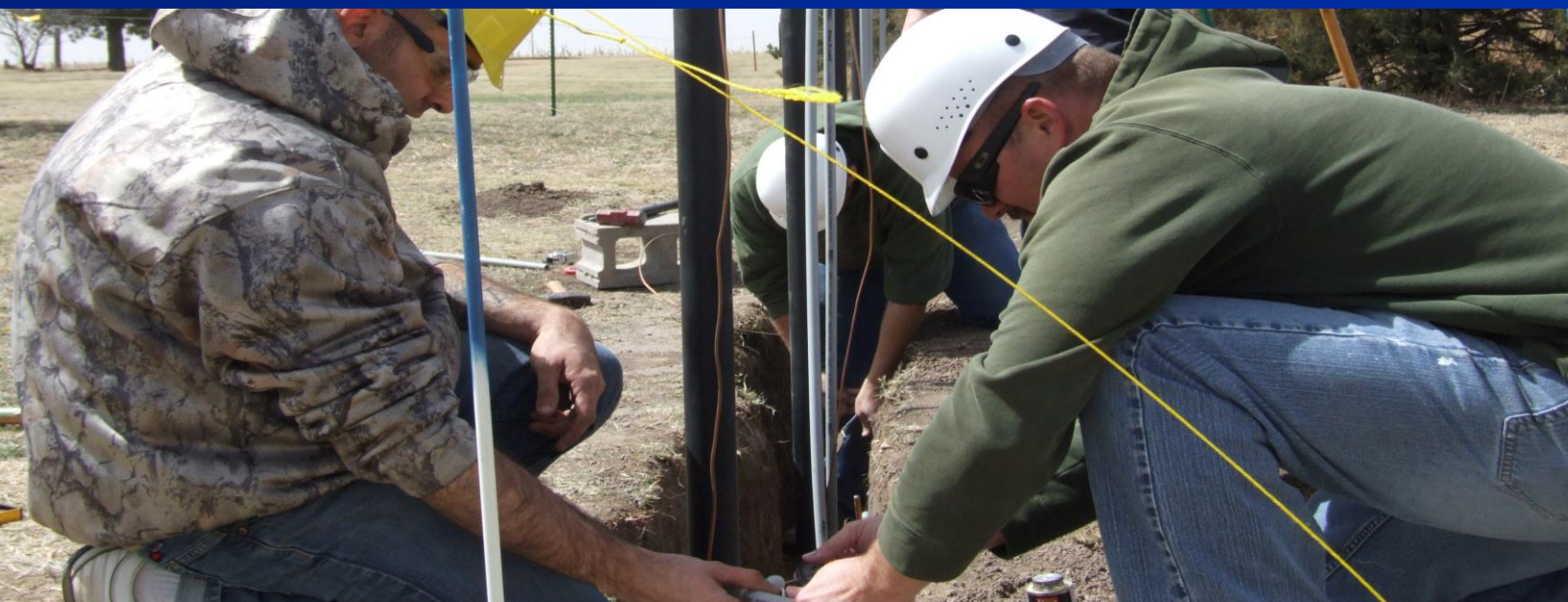
CRITERION TWO: INTEGRITY

CRITERION TWO: INTEGRITY

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

CORE COMPONENT 2.A.

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

As a public institution of higher learning, Colby Community College is subject to all state and federal laws as well as stipulations of the Kansas Board of Regents (KBOR) and the CCC Board of Trustees in the conduct of its business. Above and beyond its legal obligations, Colby Community College holds itself to the highest standards of integrity in all its functions, as expected of an excellent community college.

When Colby Community College discovers a breach of this ethical contract, it acts swiftly to remedy the precipitating incident and ensure that the appropriate structures and educational programs are in place to prevent future problems. Since the 2004 Assurance Filing, the College created a robust series of offices and functions to assure that all areas of the College act ethically and with integrity. These offices include an expanded function of the Office of the Vice President of Student Affairs to include Title IX Compliance, a Director of Institutional Effectiveness, and a full-time Athletic Director, in addition to individual teams for threat assessment and campus safety. CCC's financial functions are the subject of regular audits, and the affiliated Endowment Foundation has a supervisory governing board that conducts audits of their financial operations.

A comprehensive set of policies exists to ensure that faculty members, staff, and students are treated fairly and ethically during employment with the College and with respect to academic activities.

Colby Community College fosters an ethical environment through mutually shared values and expectations. These values are evident in collaborative governance structures, codes, regulations, and policies, stipulating the rights and responsibilities of those who are members of the CCC community. In addition to having collaboratively determined values and expectations, CCC emphasizes education and staff training to ensure these values are upheld and passed from generation to generation. The College maintains compliance, audit, and other monitoring functions to ensure the College's financial, academic, and auxiliary operations are within federal, state, and local laws, codes, and guidelines. CCC seeks to be transparent in its operations:

- CCC conducts its business openly and transparently by complying with the Kansas Open Meetings Act and the Kansas Open Records Act.
- The Office of Institutional Effectiveness regularly publishes a wide range of institutional data to CCC shareholders.
- The College adheres to all federal reporting requirements, in particular, Title IV and Title IX.

Board of Trustees

Comprised of alumni and community and corporate leaders, the Colby Community College Board of Trustees meets a minimum of once a month to provide fiscal and strategic oversight and governance. Board members are present on the College's website, including brief biographies with descriptions of professional and civic engagement activities. The board oversees all decisions regarding the financial management of the College; the members operate under the conditions and stipulations of the Governance and Organization Policies Manual. In particular, CCC has a "Conflict of Interest Policy for Trustees of Colby Community College."

Strong and informed leaders are essential to institutional success. As members of the American Association of Community Colleges, the Board of Trustees and executives has a wide range of professional development opportunities to be prepared, informed and connected. (See Board Minutes of December 2015 and January 2016). Additionally, the trustees engage in professional development through other state and national conferences of the community college trustee associations, as well as interacting with the College President on current issues related to state, federal, and accreditation regulations and guidelines.

Policy and Procedure Committee

Colby Community College uses a combination of policies and procedures to safeguard the public trust concerning stewardship of resources, ethical decisions and actions, governance, and commitment to meeting the CCC vision, mission, and purposes. The comprehensive policies are developed collaboratively and approved through the committee comprised of executive staff, administrative staff, athletic staff, and faculty. The shared governance system exists to ensure that faculty, staff, athletes, and students are treated fairly and ethically in their employment relationships with the College and with respect to academic and athletic activities.

Policies, procedures, and expectations are made available to the community in multiple ways. For both internal and external constituents, the most convenient access to manuals and independent policies and guidelines is through the College's website. There are three central documents establishing policies and processes in decision-making: the Policy Manual, the Faculty Master Agreement, and the College Catalog. Each is readily available on the Web site and in print.

The Policy Manual provides guidance on a comprehensive scale concerning the operation of the institution and use of its resources. For example, employment and management guidelines are prominently displayed in the Policy Manual, which includes guidance for areas of Business, Management and Financial Policies, General Employment and Workplace issues, as well as auxiliary functions.

Prospective students and families can locate admissions and financial aid requirements online. Expectations for students and student organizations are available in the online Student Handbook, Residence Life Handbook and Student Organization Handbook.

Similarly, policies and procedures relevant to faculty are collected and available in the [Faculty Master Agreement,](#) and [business processes](#) are available in detail in the procurement policies. Additionally, there is a policy that addresses [nepotism.](#)

Business Affairs and Financial Integrity

All administration and finance units of the College operate in accordance with the policies established by the Board of Trustees and the Kansas Board of Regents, as well as federal regulations. CCC strives to maintain the highest integrity in dealing with the financial functions of the College and Auxiliary Organizations, such as the Max Pickerill Lecture Series and the CCC Endowment Foundation. Monitoring of financial integrity is described in detail in Criterion 5.A.5.

A comprehensive collection of [business policies](#) and processes that include conflicts of interest, business expenses, and contracting is available to the campus community. Additional College policies relating to employment are available in the [General Employment and Workplace Manual.](#) The Business Management and Financial Handbook provides a [secure way for College employees to report financial misconduct.](#) Additionally, the Fraud Prevention Policy provides not only internal financial control but also requires integrity and due diligence on the part of all business relationships with the College. To ensure integrity in financial operations, the College Board of Trustees contract with outside auditors to provide an annual compliance report. With several federal grants at the College, we follow both federal and state guidelines to ensure proper compliance with program regulations and fiscal accountability. The annual budget is a matter of public record.

Specialized Program Accreditation

Multiple entities within the College seek and are endorsed by specialized accreditation bodies. Ethical standards and operating procedures are an important aspect of these targeted reviews. Some recent examples include the [Division of Allied Health that has six licensure programs.](#) All are nationally accredited or nationally recognized with conditions, through the Special Professional Associations (SPAs). The Nursing faculty and staff hosted a fall 2015 [Accreditation Commission for Education in Nursing](#) (ACEN) and the [Kansas State Board of Nursing](#) (KSBN) [reaccreditation visit.](#) Additionally, the Physical Therapy Assistant Program hosted a Fall 2015 reaccreditation visit from the [Commission on Accreditation for Physical Therapy Education](#) (CAPTE). The Veterinary Technician Program hosted their reaccreditation visit from the [American Veterinary Medical Association.](#) The on-campus program was fully reaccredited, and the online program received initial accreditation in 2015.

Colby Community College Athletics

Colby Community College Athletics maintains a vigorous compliance function. As a member of the [Kansas Jayhawk Community College Conference,](#) CCC must abide by the organization bylaws, specifically the Ethic policy. ([KJCCC Manual, Section 15](#)). The Athletic Director investigates and self-reports any conference violations. Secondary infractions may be discovered through institutional monitoring systems and are dealt with internally. The Athletic Director and Coaches conduct in-person education sessions each year with assistant coaches, student-athletes, campus staff and

faculty, and boosters so to ensure the athletic programs operate in compliance with Conference rules and regulations. Additionally, as a member in good standing of the [National Junior College Athletic Association,](#) the Athletic Department is in compliance with the organization's rules and regulations. CCC Athletics is transparent in its annual reports, posting of financial statements, Equity in Athletics Disclosure Report, and the NJCAA Membership Financial Reporting System.

Vice President of Student Affairs

The office of the Vice President of Student Affairs works to enhance and strengthen diversity and inclusion at CCC. The Student Affairs office offers training, investigates complaints and develops the affirmative action plan in collaboration with Human Resources and other units. The Office oversees compliance with Section 504 of the *Americans with Disabilities Act* and *Title IX* of the Federal Education Amendments of 1972. The VPSA follows the Discrimination Complaint Resolution Process to investigate complaints of sexual harassment or discrimination. Students, faculty, staff and witnesses can report sexual assault complaints in person, via fax, mail or phone.

A significant focus is the [prevention of sexual harassment and sexual assault](#). The program actions include:

- Development and implementation of a training program regarding sexual misconduct.
- Delivery of live training presentations to faculty and staff on Title IX, VAWA, SAVE ACT, CLERY.
- Development and implementation of live training presentations to students and resident assistants during annual orientation and in-service.

The office of the Vice President of Student Affairs (VPSA) works with the CCC Athletic Director to ensure that athletes are fully aware of CCC's policies and procedures regarding sexual harassment and violence. An analysis of CCC's sexual violence policies and procedures indicate that the College meets or exceeds the recommendations in Senator Clair McCaskill's [sexual assault on-campus report.](#)

Campus Safety and Security

Colby Community College maintains a full-time office of Safety and Security. The primary security officer is certified by the State of Kansas as a law enforcement officer. The office of the VPSA and Security Office coordinates law enforcement activities and investigations with the local police and sheriff's departments. In response to active shooters on campus around the country, CCC developed and maintains a [multi-tiered emergency notification system](#), which provides "alerts" and other status reports in real time.

A tailored [emergency response plan](#) has been developed with the assistance of the Thomas County Office of Emergency Management and the Local Emergency Planning Counsel.

The Behavior Care Team was developed after the Virginia Tech campus shooting. The team is made up of 3 staff/faculty members. The purpose of the team is to review students whose behavior is of concern or threatening. This team focuses on the somewhat "routine matters" of immediate crisis,

disturbing behavior, concerning behaviors (*i.e.* bullying, class attendance, *etc.*), and medical and psychiatric situations regarding individual students. The Behavior Care Team meets as needed to oversee and review any incidents, threatened incidents, or safety issues on campus and is organized around a pre-determined plan to respond to specific incidents.

Counseling Services

Moreover, the Colby Community College Counseling Services is a member of American College Counseling Association (ACCA) and complies with the [Professional Standards for Qualification and Ethical Standards, Part 4 and Part 5](#), the [Kansas Counseling Association](#) (KCA), [Kansas Behavioral Science Regulatory Board](#) ([KBSR Unprofessional Conduct](#)), the [National Board of Certified Counselors](#) ([NBCC Code of Ethics](#)), the [American Psychological Association, Society of Counseling Psychology](#) ([APA Ethical Principles and Code of Conduct](#)).

Admissions, Registrar and Financial Aid Offices

In an effort to be transparent to external constituencies, [admissions,](#) and [financial aid](#) criteria are listed online. Admissions and Registrar policies and processes are clearly distinguished between [freshmen](#) and [transferring students](#). The following non-discrimination statement appears on the Application for Admission forms as follows:

> [Notice of Non-Discrimination](#)
>
> Colby Community College provides equality of opportunity to its applicants for admission, enrolled students, graduates, and employees. The College does not discriminate with respect to hiring, continuation of employment, promotion, tenure, other employment practices, application for admission or career services and placement on the basis of race, color, gender, age, disability, national origin or ancestry, sexual orientation or religion. For inquiries regarding the nondiscrimination policies, contact the Vice President of Students Affairs, Title IX and ADA Coordinator, Colby Community College, 1255 S. Range Ave., Colby, KS 67701 or call 785.460.5490.

The printed materials distributed at college fairs and by request include documents that list the College's programs of study and the cost of attendance. As mentioned above, the general public may access a wealth of online information including [the Catalog](#), which lists academic policies and describes academic programs and classes, the Schedule of Classes, and the [Student Handbook](#). The Catalog resource includes information about the College's educational records policy and privacy protections afforded to students.

The [Colby Community College Admissions Office](#) is a member of the [Kansas Association of Collegiate Registrars and Admissions Officers](#) (KACRAO). As a member of KACRAO, CCC Admissions representatives follow the Constitution, Guidelines and Statement of Good Practices for Secondary Student Recruitment.

The Admissions Office is also a member of the Nebraska Association of Collegiate Registrars and Admissions Officers (NACRAO). As a member of NACRAO, CCC Admissions follows the Constitution and guidelines set forth by the organization for recruiting at Nebraska's Educational Planning Program Conferences.

The following statement was taken directly from the NACRAO website in regard to adopting the American Association of Collegiate Registrars and Admissions Officers code of ethics.

> As we represent our institutions and the NACRAO organization, members are expected to abide by the NACRAO Code of Ethics. The Code of Ethics emphasizes the practice of honesty, integrity, and professionalism. Professional conduct is the responsibility of the individual and professional liability rests with the member's institution. (NACRAO Constitution).

CCC Admissions is also certified by the Student and Exchange Visitor Program (SEVP) to recruit international students. CCC certifies with SEVIS on a yearly basis. The guidelines for SEVIS are a federal regulation.

Student Integrity

The Catalog and Student Handbook are highly visible resources for students and the public. Within the catalog are numerous policies and procedures to ensure fair and ethical processes. Student academic integrity is present in the Student Handbook, Student Code of Conduct.

> The Student Handbook contains a comprehensive rights and responsibilities section that articulates expectations, policies, regulations, and systems for addressing behaviors that run contrary to expectations. Attention is drawn to this resource with campus announcements at the beginning of each semester, during residence hall meetings, and new student orientation sessions. Students learn about academic program requirements during college meetings and through individual advising sessions. The Catalog publishes academic programs and policies along with the regulations and procedures of the College. The College also has an Academic Integrity Policy published in all Colby Community College syllabi.

The Student Handbook clearly outlines steps for students to take on grievances, including specific grievances for student conduct, academic integrity, and harassment. These policies and practices are reviewed annually to allow for continuous improvement.

Faculty and Personnel Integrity

As a public institution with a collective bargaining unit, CCC's infrastructure for shared governance (described fully in Criterion 5.B.) is integral to ensuring ethical and responsible behavior related to academic functions through joint development and enforcement of policies. Academic functions are guided by principles of academic freedom and integrity, by open inquiry and discussion, and by respect for diversity of views and backgrounds. These guidelines are developed within the framework of CCC policies and the master agreement.

Faculty and staff are made aware of their rights and responsibilities at the time of hire and in new employee orientations. The "Equal Employment Opportunity" statement provides the framework for faculty, administrators, and staff to understand their rights and responsibilities within Colby Community College. The rights and responsibilities further examined in the General Employment Manual and Master Agreement.

It is Colby Community College's desire to resolve complaints and grievances at the lowest possible level within the organization. For all constituent groups, resolution processes reflect this preference. The size and structure of the institution make decision makers accessible. Complaints and grievances not resolved will follow the steps outlined in the Master Agreement or Policy Manual.

> The Master Agreement is a negotiated document between the College Board of Trustees and faculty that sets out policies and procedures for academic functions. Within the agreement is a process for performance evaluation addressing ethical integrity and academic integrity. (Article VI). Student evaluations of the instructor align with the performance evaluations. (Exhibits 1-3). The Master Agreement clearly outlines the process and timeline for faculty grievances; response must be timely. (Article VIII).

Office of Human Resource Management (OHRM)

In all of its personnel functions – from the first contact to hiring, career advancement and retirement – CCC maintains integrity through a set of comprehensive policies and services that are fair, and transparent, respect worker rights, and create a safe working environment. The OHRM is an equal opportunity office and works to establish processes that are legally compliant. The OHRM maintains policies that directly and indirectly affect personnel matters while securing confidential personnel data through controlled access.

Auxiliary Organizations

Auxiliary organizations, such as the Max Pickerill Lecture Series and the Endowment Foundation, are expected to follow all applicable state, federal and college laws and policies ensuring consistency in ethics and integrity.

Each of the auxiliary organizations has a governing board and audit function, with audit reports made to the CCC Board of Trustees either through the Vice President of Business Affairs or the auxiliary organizations' director or chair. Most audit reports are publicly available. When necessary, the College responds to unethical behavior by increasing oversight or making proactive changes to its relationships with auxiliary partners.

CORE COMPONENT 2.B.

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

Information on the program and academic requirements, faculty and staff, costs to students and accreditation relationships are available on the CCC website. The College invested in a standardized look and feel to the updated website with an emphasis on improving access to information. In addition to printed academic catalogs, current and past catalogs are available in portable document format (pdf) on the website. With the rapid development of web-based technologies and changing user preferences, maintaining accurate and easily accessible information is an ongoing process requiring constant attention and revision. Assuring the accuracy of such a large, complex website is an ongoing effort and will be re-evaluated in the 2016-2017 academic year.

Colby Community College demonstrates its obligation to providing information to the public regarding its goals, initiatives, and commitments. A variety of media ensures that the mission and initiatives are widely communicated. These efforts include social media outlets such as Facebook, YouTube, Instagram, and Twitter. Television commercials, radio, billboards, and print publications that reach local and regional audiences. The College values ensuring students, employees, and members of the general public can find details regarding admission requirements, transfer equivalencies, academic and co-curricular programs, costs of attendance, and accreditation relationships at the institution and program levels.

Transparency is valued at Colby Community College. The College makes every effort and continually seeks ways to enhance the image of the institution to students and the public. The Office of Public Information provides a centralized operation for public affairs and CCC news. The office oversees institutional news and media relations, branding, creative and editorial services, and ceremonies and events. This office, in collaboration with the administrative assistant to the president, electronically transmits the minutes of the Board of Trustees meetings to all members of the campus and the public by posting the minutes to the College website. These messages announce any tuition or room and board percentage increases/decreases for the following fiscal year. In addition, these messages include faculty promotions, resignations, and tenure approvals. Moreover, College finances and major purchases and policy issues are reported.

The local newspaper, The Colby Free Press, as well as the Hays Daily News and The Salina Journal, publish announcements about Colby Community College activities and actions. The College has an official Facebook page, and some programs have individual pages to reach current and prospective students.

The Office of Institutional Effectiveness publishes a variety of data about the College that is available to the public, including reports, studies, tuition documents, planning documents, gainful employment reports and KBOR performance agreements.

A wealth of information about program offerings and requirements, costs, faculty and staff membership, and accreditation relationships can be found in print resources and on the College's network of web pages at Colbycc.edu. The website content management system ensures clear and consistent navigation. The software platform enables support staff to add and edit content and media using standardized templates to ensure site consistency, accuracy, and ease of use.

Information about the College's academic programs, admissions processes, and tuition and fees is easily and readily available to current and prospective students and their families in several ways. An overview of academic programs, application deadlines, and an overview of anticipated tuition, fees, and available financial aid options are present under the website's Admissions page. A complete listing of undergraduate programs is listed online. Individuals can access program information by academic or professional program, and by the department, area of interest, or by alphabetical listing. Online searching is also available.

Admission Requirements

All admissions information is on a single Office of Admissions web page, ensuring accuracy, availability, and easy accessibility. The CCC homepage Admissions tab links potential students, parents, counselors and the public to undergraduate and workforce development programs.

A link to admission requirements for freshman, transfer, and non-degree seeking students is available on the Admissions page. This publication also contains a complete listing of courses offered for the upcoming semester from both the Core Curriculum Committee and individual academic programs. The Schedule of Classes is available online four weeks before the start of early registration for each semester.

The site provides tools that allow potential students to find information on admission deadlines and apply for admission online. Current resident requirements and non-resident requirements are available. Transfer information includes how to transfer credits, which includes those earned from standardized test scores and advanced placement credits, and other exams as they relate to transfer credit or course exemption.

Cost to Students

The student consumer information web page is designed to provide descriptions of disclosures on a range of topics in accordance with the federal regulations set forth by The Higher Education Act of 1965. While this information has always been available, it was not centrally located. This "About" tab provides a variety of resources to assist parents and students with determining the cost of attending Colby Community College and represents an effort to be more consumer-friendly. Additionally, students and parents can look at performance measures for selected programs. The students are directed to career information about these programs, including average costs, median loan debt, and completion and job placement rates. An essential public resource for cost information is the Tuition and Fees page. This includes breakdowns for specific academic programs as well as residency costs. Much of this information is also available online in the Parent Guide. The website for the Office of Financial Aid outlines the cost of education for standard, full-time

undergraduate students for the current academic year. The standard full-time undergraduate student budget is used to determine financial aid eligibility and is outlined on the site. This listing includes estimates of other incidental expenses, including books, which are in addition to the expenses for tuition, fees, room, and board. This site also links to the Tuition and Fees page, where constituents may view the exact tuition, fee, and room and board costs. The Colby Community College Office of Financial Aid has engaged in a written Program Participation Agreement (PPA) with the Secretary of Education. This agreement allows CCC to participate in Title IV student assistance programs. The PPA conditions the initial and continued participation of CCC as an eligible institution in any Title IV program upon compliance with the general provisions, regulations, the individual program regulations, and any additional conditions specified in the PPA that the Department of Education requires the institution to meet. This [provisional certification was granted in January 2016](#) and continues through September 30, 2017.

Students and parents may also make appointments to meet with staff who can help with scholarship searches and the process for submitting the Free Application for Federal Student Aid (FAFSA). Current students view, accept, and decline financial aid awards, make payments and receive bills through their secure password-protected account.

Program and Graduation Requirements

Comprehensive information about academic and co-curricular programs is available to the public, students, faculty, and staff through a variety of sources.

A comprehensive listing of programs and requirements is available in [the Catalog](#). [Admission requirements](#) for both undergraduate for professional programs, with [instructions and application deadlines](#), are included. This publication documents the Core Curriculum requirements for all students, including an overview for [academic majors and degrees](#). The basic graduation requirements for all students [are available also in the Catalog](#). Course requirements for individual programs and degrees are detailed by academic program/professional program. [The Catalog](#) is revised every two years and is a comprehensive resource for students.

Degree requirements, including the Core Curriculum Statement, credit hours, residency requirements, and grade point average, are outlined in the academic section of the [2015–2016 Catalog](#). These publications are made available online in early Fall of each year. Printed copies are available upon request through the Office of the Vice President of Academic Affairs. Printed copies are also distributed to administrative offices and Faculty Advisors across campus. Students are directed to review this material each fall through a targeted email communication. Student Success Seminar instructors also present information on the catalog and handbook to students during their first semester of the academic year.

Faculty and Staff

The College shares information publicly about faculty and staff through directories posted on the CCC website. Constituents can access an overview of [academic information](#) and navigate to the appropriate program and department. Credentials are not always included as part of these listings,

although full-time and contingent faculty (as well as trustee and upper-level administration) credentials are available in the [Academic Catalog](). Many faculty members maintain individual websites and release information to students at their discretion. A listing of key staff (director level and above) is included in the [Academic Catalog]().

Aggregate data regarding faculty, student performance, and graduation rates are available on the [Student Consumer Information page]().

Senior administrators and program directors monitor their respective areas for compliance with state, federal and accreditation directives that need to be readily accessible to students, employees and the public. An example of such compliance information includes, but is not limited to, [FERPA]() (privacy), disability/equal access, refund/withdrawal policies, net price calculator, and academic progress.

Control

As discussed in Criterion 1.D.2., CCC is a public institution governed by a local Board of Trustees under the auspices of the [Kansas Board of Regents](). Information about CCC governance is available on the website under the "[About]()" tab.

Accreditation Relationships

CCC maintains and clearly publicizes accreditation status for itself and for professionally accredited programs. In addition to the listing in the Catalog, Colby's accreditation status with HLC and other accrediting organizations appears on the CCC website [here](). The following statement is printed on the bottom of flyers, brochures, and other publications: "Accredited by the Higher Learning Commission." The required designation of affiliation with the Higher Learning Commission (with the HLC emblem) is posted on the College website. Besides being HLC accredited, several programs receive additional accreditation. All accrediting bodies for CCC are in the catalog with contact information. There are also links to the accrediting bodies on the CCC website.

Colby Community College is coordinated by the Kansas Board of Regents and accredited by the [Higher Learning Commission](). Accreditation relationships are outlined in the [Academic Catalog]().

Also, multiple specialty programs at CCC are accredited by professional associations in their respective disciplines.
- The PTA program is accredited by the [Commission on Accreditation on Physical Therapy Education]().
- Nursing is accredited by the [Accreditation Commission for Education in Nursing]() (currently on Warning for Good Cause status with a review in Spring 2017) and the [Kansas State Board of Nursing]().
- The Veterinary Technology program is accredited by the [American Veterinary Medical Association]().
- The [EMT program]() is licensed by the State Board of Emergency Medical Technicians.
- The program in dental hygiene is accredited by the [Commission on Dental Accreditation]().

CORE COMPONENT 2.C.

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

Public community colleges in Kansas operate under the authority of the *Kansas Community College Act of 1965*. Sections 71-120 et. sec. of *Kansas Statutes Annotated* (K.S.A.) officially changed the designation of every public college in Kansas from "junior college" to "community college." Kansas community colleges operate under the auspices of the Kansas Board of Regents, which authorizes the granting of degrees and program certificates. This structure facilitates the coordination and transfer of credit hours, while simultaneously improving and equalizing the learning outcomes used by Kansas' community colleges and four-year universities.

The Board of Trustees retains full legislative authority to "have custody of and be responsible for the operation, management, and control of the College." (K.S.A. 71-101 through 72-7528). By statute, the Board of Trustees is composed of six publicly elected members from the College's service area. Elections are held biennially in April, and the four-year terms are staggered to ensure continuity and experience among members. There are no set term limits on these elected positions.

While the basic structure of governance at Colby Community College has essentially remained unchanged since the College's inception in 1964, the internal governing bodies themselves have continued to evolve to meet the needs of the institution and its constituencies. This governing structure provides effective management of the institution's financial, human, and physical resources. The Board of Trustees, president, vice presidents and other figures of authority have focused on streamlining institutional growth by making improvements to curriculum, student living conditions, and the physical campus at Colby Community College. This consistent focus has increased the effectiveness of CCC leadership, and this core component demonstrates, via a close examination of the interplay of its interlocking governmental persons and bodies, that knowledgeable individuals properly govern Colby Community College and thus fulfills the relevant requirements embedded in Criterion 2.

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

The Board of Trustees represents and embodies the community's leadership, ownership, and control of the College. The Board is ultimately responsible for the general welfare of the institution, the articulation of its Mission and Values, the protection of its assets and the quality of its services. In fulfilling these responsibilities, the Board must be sure that organizational values and philosophies are identified in a collaborative way so that all parties have a clear understanding of the institutional goal involved. The Board decides whether particular activities or services fall within the institution's expressed Mission. Moreover, the Board provides organizational accountability in the meeting of strategic goals and objectives. The Board plays four major roles. On behalf of the CCC Mission, trustees act as leaders, planners, resource allocators, policy and decision makers, questioners and

counselors, diplomats and advocates. These roles translate into the following specific governance-linked responsibilities:

- define and safeguard the Mission and values;
- promote and maintain the quality of college services;
- establish long-term direction through a strategic planning process;
- monitor the effectiveness of major programs and take appropriate action to support organizational excellence, exemplary procedures, positive relationships, and period self-assessment;
- expedite and ensure financial viability through budgeting, financial oversight, investment management, and strategic development;
- select, support, evaluate, and establish compensation for the College President;
- act with integrity on behalf of the College's best interests.

Additionally, the Board plays the role of "court of last resort" when differences of opinion arise within the organization. This is an important role for the College Board to play because of the many conflicting demands placed upon it and the unique relationship it enjoys with administrators, faculty, staff and students.

Evidence of CCC meeting this core component include the published agendas and minutes of board meetings (both regular and special), board retreats, and reports by board members on their professional development training. At each regular meeting, the board receives reports on the institution's finances, a report from the College President and the Executive Director of Endowment and Institutional Development. Other administrators and employees provide reports to the board on various units as well as student/faculty/staff achievements and projects. Additional evidence includes the institutional effectiveness report to the board that measures a variety of data related to the purposes of the College. All College plans are presented to the Board for review, discussion, and action.

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

The Board of Trustees meets once a month, on the third Monday. Business is conducted according to *Roberts Rules of Order* and [Section 1.13 of the Governance Policy Manual](#). The College President prepares the Board agenda, which is published at least 72 hours in advance of the meeting, and the College makes timely release of the matter before the Board to the local newspaper and constituents by email and posts it to the College website. Time is set aside at all Board meetings so that constituents may address the Board on matters within purview. Additional time is devoted to reports to ensure the trustees receive information from administrators, faculty, staff, and students in addition to regular reports from the President and CFO. Requests or proposals to be placed on the agenda by faculty, staff, or constituents, must be submitted to the President at least 48 hours in advance of the meeting date, excluding weekends and holidays. Each trustee receives an electronic packet of information before the board meetings. The information includes the reports to be covered during the meeting, financial reports, and other information related to the board's agenda items. Action items almost always are referenced to the Strategic Plan or other institutional plans to

ensure that proposals for the trustees to consider do meet plans and are in alignment with the mission, vision, and purposes of the College. Members of the local press are usually present at Board meetings, and topics covered are regularly reported in the local newspaper and Board minutes are made available on the College website.

Trustees are elected officials of Thomas County, and their interaction with the community through their careers and personal activities, combined with their active engagement within the community and with their college duties, reinforce attention to external constituencies concerns and needs.

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

The Board of Trustees is an independent governing and taxing unit. The statutes governing election to office mitigate undue dominance by singular ideologies. Effective governance requires a Board of strong character and skill. Trustees are expected to be conscientious and effective members of a governance team. Every member is expected to apply his or her talents and experiences, especially when voicing constructive disagreement. According to the Governance Policies, trustees must remain informed and knowledgeable about the College and its operations. They are required to lend guidance, wisdom, and perspective to the administration of the institution while maintaining positive public relations with the constituencies they serve.

The Board has a clear understanding of its individual and collective roles and responsibilities. Which are also outlined in the Governance Policy Manual and through active participation in professional development through membership in the American Association of Community Colleges (AACC). This includes attendance at the national and state levels of organizations for community college trustees as well as board retreats where executive administrators present information and proposals on emerging issues, governmental actions, and strategic proposals.

The trustees' meetings are regulated by the Kansas Open Meeting Act. No authority is granted to individual members, and all members must honor decisions made by the Board of Trustees. Accordingly, all business is transacted at public Board meetings, and no member of the Board has the power to act in the name of the Board outside of such meetings. Governance policies guarantee the Board of Trustees meets essential expectations. Each trustee must comply with the conflict of interest policy.

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

The Board of Trustees functions as the legislative and policy-making body charged with the oversight and control of the College, and the President supervises executive functions, such as human resource management. The Board of Trustees' place within the governing structure of the College is such that there is adequate communication flow concerning basic shifts in CCC's programs or its Mission. The College periodically revises and refines its Mission Statement as

necessary, establishes coherent attendant goals, and strengthens measures that have proven successful in the past. The Board performs critical assessment utilizing a defined process that transmits information systematically throughout the College.

The Board of Trustees empowers the President to implement CCC policies and procedures, to ensure compliance with directives, and to direct the overall functions and services of the College. In the performance of these duties, the President is the only employee directly responsible to the Board and provides the primary administrative leadership for the College.

Administrators have struck a balance of hierarchical and collegial management approaches that facilitate the achievement of college goals. A fair consideration of faculty and staff views play a part in the goal-setting and evaluation processes, as well as in the appropriate development of faculty and staff in the scholarly, managerial and professional facets of their jobs. The Board of Trustees leaves much of the management of academic affairs to the Vice President of Academic Affairs, as the Chief Academic Officer. All academic entities report directly to the VPAA.

By statute, the Board of Trustees is a policy board, not a board of control, and the definition of their duties is in the Governance Policy Handbook. Accordingly, trustees do not serve on any college committees and the Board meeting minutes will reflect the independence of the faculty in acting on academic matters. Faculty leads most committees, particularly those with direct academic responsibility such as the Curriculum Committee.

Faculty involvement in administrative ventures begins with the Academic Council. Comprised of the academic division chairs and the Vice President of Academic Affairs. The Council oversee course and program requests and a number of other academic concerns. The Council meets bi-monthly during the academic year. Agendas and minutes are maintained by the Vice President of Academic Affairs and are emailed to all faculty and staff. Approval for program additions and revisions, however, remain under the purview of the President of CCC.

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

Academic freedom is the indispensable requisite for unfettered teaching and research in institutions of higher education. (American Association of University Professors). Colby Community College is committed to freedom for employees to investigate, to discuss, to publish, or to teach their disciplines without restraint or censorship, except for such restraint as is implied by the standards of professional ethics of the discipline involved.

The right to academic freedom of expression is a core value of Colby Community College. Freedom of expression is specifically addressed in the faculty/academic staff and student codes of conduct and rights.

Policy Documents

The College disseminates its stance on these issues of supporting and nurturing the academic freedom of its faculty, staff, and students. This is accomplished through its various handbooks, including the [Master Agreement](#) between the Board of Trustees and Faculty Alliance, which states: "*Academic freedom is essential to the purposes of the College, and they acknowledge the fundamental need to protect Professional Employees from any censorship or restraint that might interfere with their obligation to pursue truth in the performance of their functions.*" This fundamental acknowledgment of academic freedom provides faculty with significant rights of due process, including the burden of proof lying with those who brought the charge, the right of confrontation, to present counter evidence and the assistance of counsel. ([Master Agreement Article V](#)).

The College's commitment to freedom of expression is evident in other areas of the institution as well. The College's Policy Manual contains a Social Computing and Blogging Acceptable Use Policy addresses the privacy of personally created content: *["CCC does not monitor staff or student social networking content published independently of their work at CCC."](#)*

In support of these commitments are explicitly defined grievance policies for staff, faculty, and students, as noted above in Core Component 2.A.

Examples of Commitment to Freedom of Expression

Academic freedom is afforded the faculty by their having the freedom to conduct research, scholarship, or creative activity in their professional field. In classrooms, faculty members have the freedom to create and conduct their course as befits professionals in their discipline. The result of CCC's commitment to academic freedom is the richness evident in scholarship and teaching, including in CCC's [Core Curriculum](#). Classes are often created to elicit spirited debate and discussion, and courses offered at Colby Community College represent a shared creative effort between the instructor and student. Each course within a defined Area of Inquiry may share common objectives and a master syllabus to provide standard information to reinforce rigor, yet each course may have supplements to its own unique syllabus, content, and experiences. According to the expertise and interest of the individual faculty member with each faculty member choosing their grading processes and classroom policies, as well as other course guidelines designed for the student-learning experience, such as this statement regarding Method of Instruction:

> I strongly believe that a free and open exchange of ideas and points of view concerning the concepts and issues surrounding the study of behavioral issues is an essential element of the learning process. This approach requires that students think in an objective fashion. It also requires students to prepare themselves adequately to participate in class discussions. Opposing points of view, even those contrary to my own, which are in good taste, pertinent to the topic at hand, and intended to enhance the learning process are encouraged. As such this course will be a collaborative effort between the instructor and student. We will engage in lectures, class discussion, simulation exercises, critical writing, practical encounters and video viewing.

Courses in the social sciences and humanities can sometimes raise topics of discussion that could be considered controversial or an affront to some students' sensibilities. In these courses, it is common practice to include language requiring civility in the classroom, as such:

Citizenship

The nature of the class is intended to elicit spirited debate and discussion. You are to operate under the assumption that everyone is acting in good faith as to honestly held beliefs. Those beliefs will be respected; discussions will be issue-oriented only and not personal. There will be no personal attacks, name calling, questioning of patriotism or the like. One goal of this course is to teach you to learn how to think and analyze critically and academically. You will govern your behavior accordingly, no barbarics.

CORE COMPONENT 2.E.

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

Colby Community College takes its obligation seriously to uphold the highest ethical standards of scholarly and academic honesty and integrity. Students receive training in responsible scholarship and academic integrity in the Student Success Seminars in collaboration with the library services on such topics as plagiarism. CCC policies define academic misconduct and a graduated series of potential sanctions.

CCC also has robust policies and administrative structures in place to ensure the ethical treatment of animals in the care and possession of the Horse Production, Beef Production, Rodeo, Livestock Judging and Equestrian Teams, and the Veterinary Technician program. Additionally, ethical policies are in place for the use of human subjects in teaching and learning activities for nursing, dental hygiene, massage therapy, and physical therapy assistant activities. These teams and programs follow best practices, as articulated by national governing or granting agencies.

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

Colby Community College is a two-year college, emphasizing preparation for transfer to a senior institution for continued work toward a baccalaureate degree or occupational training for entering the workforce. Research and scholarly practice are not emphasized to the degree that might be considered necessary for a senior college or university. At the same time, CCC promotes instruction and training which reinforces inquiry and discovery through credible practices. CCC provides opportunities for faculty/staff to attend conferences, to enroll in professional development courses, to bring in speakers, and to offer in-house workshops. Instructors and staff are required each semester to submit their professional development activity. Faculty must also submit professional development goals every spring for the upcoming school year.

Policy Documents

Two important documents form the basis of the College's approach to the acquisition, discovery and application of knowledge. The institution's Academic Integrity Policy is noted in each course master syllabus. The policy is available in the College Catalog.

Instructors have a range of sanctions at their disposal if a violation of academic honesty is discovered (From a warning to awarding the student a grade of F for the course). Students may appeal to the College's Vice President of Academic Affairs if they believe the allegation is invalid. When an incident of academic dishonesty involving a student is reported, a copy of the report goes to the division chair of the student's college, the registrar, and to the vice president of student affairs for tracking purposes.

Additionally, the College relies upon a Copyright Infringement and Fair Use Policy. Copyright awareness is provided to instructors, library staff, students, and other personnel to ensure the College is in compliance and exercises fair use standards appropriately.

These documents, embedded in policies, syllabi and actions, guarantee individual rights to freedom of inquiry and freedom of expression and hold individuals accountable for corresponding responsibilities of ethical practice and integrity to the community in all aspects of college activity, including academic pursuits.

Intellectual Property

The CCC Master Agreement maintains an Intellectual Property Policy for faculty and staff, with coverage that includes invention, software, and copyrightable materials.

Human Subject Welfare in Teaching and Learning

The Nursing, Dental Hygiene, Physical Therapy Assistant and Massage Therapy use human subjects in teaching and learning activities. The programs follow the required and best practices in committee membership and education. (Dental Hygiene Clinicals, PTA Student Handbook p. 23)

Animal Welfare in Teaching and Learning

The Beef production and horse production programs, the rodeo, livestock judging and equestrian teams and the vet tech program all use live animals in teaching and learning activities. The use of animals in research and teaching at CCC is structured to ensure that all applicable federal, state and local regulations governing the use of animals are met.

- CCC Farm Rules
- CCC Veterinary Technician Program Protocol for Filing an Animal Use Concern or Inquiry
- Veterinary Technician Program Policies and Procedures
- National Intercollegiate Rodeo Association on Animal Welfare
- USDA Certificate

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

Colby Community College recognizes that institutional activities must be congruent with the College's mission and be conducted with integrity and sensitivity. A wide range of policies, procedures, and support has been enacted to guide students in the ethical behavior and use of information resources. These rules and procedures are periodically reviewed and revised, as necessary, to ensure that they remain pertinent and effective.

Faculty and staff share the responsibility of guiding students in the ethical use of information. Individual instructors include statements in their syllabi and offer tutorials to draw attention to the topic. In particular, the College library staff provides workshops upon request and individual students/employee assistance related to research practices that meet the academic honesty requirement. First-time, full-time students are required to take SO100 Student Success Seminar. As part of the Student Success Seminar course, students are provided with information about the institution's academic honesty policy and its sanctions. Additionally, the library director gives a presentation outlining Web site evaluation and how to avoid plagiarism. The Comprehensive Learning Center provides guides to avoiding plagiarism.

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

The college publishes policies and procedures that ensure faculty members and students uphold academic integrity standards. The College has grievance procedures and policies for conflict resolution for faculty, professional staff, and students to ensure the orderly redress for allegations of misconduct. Each procedure is guided by a commitment to due process.

The College Catalog provide detailed information on the College policies and sanctions related to academic honesty and integrity. These documents are readily accessible in print and online formats. Moreover, this policy is referenced in every course master syllabus.

Academic Integrity Policy

Colby Community College defines academic integrity as learning that leads to the development of knowledge or skills without any form of cheating or plagiarism. This learning requires respect for Colby's institutional values of quality, service, and integrity. All Colby Community College students, faculty, staff, and administrators are responsible for upholding academic integrity.

> **Cheating** is giving, receiving, or using unauthorized help on individual and group academic exercises such as papers, quizzes, tests, and presentations through any delivery system in any learning environment. Forms of cheating include impersonating another student, sharing content without authorization, fabricating data, and altering academic documents, including records, with or without the use of personal and college electronic devices.
>
> **Plagiarism** is representing or turning in someone else's work without proper citation of the source. This includes unacknowledged paraphrase, quotation, or complete use of someone

else's work in any form. It also includes citing work that is not used and taking credit for a group project without contributing to it.

The following procedure will be used for students who violate the policy for the Academic Integrity. The process begins with the notification of the first infraction and continues throughout the student's tenure at Colby Community College:

•**First Offense** – Student will receive a zero for the assignment and the student will be reported to the Vice President of Academic Affairs.

•**Second Offense** – The student will receive a failing grade in the class and be reported to the Vice President of Academic Affairs and removed from the class in which the offense occurred.

•**Third Offense** – The student will be reported to the Vice President of Academic Affairs and dismissed from the College.

Any questions about this policy may be referred to the Vice President of Academic Affairs.

Learning Management System

Students performing academic work through the learning management system for online and hybrid course use a system that is password protected and uses a biometric verification signature system. Data related to the use of the system is monitored to reinforce appropriate attention to the integrity of the student academic experience. Instructors have access to and the capability to develop pools of questions, random question generation, time-on-task data, and lockdown browser actions to reinforce academic integrity. A proctor policy is in place and proctoring service is arranged through the College Library.

CRITERION THREE.
TEACHING AND LEARNING - QUALITY, RESOURCES AND SUPPORT

CRITERION THREE. TEACHING AND LEARNING: QUALITY, RESOURCES AND SUPPORT

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

CORE COMPONENT 3.A.

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

Colby Community College grants four degrees: Associate of Arts, Associate of Science, Associate of General Studies and Associate of Applied Science, in addition to Technical Certificates and Certificates of Completion.

Degree and Certificate Categories				
Associate of Arts (AA)	**Associate of Science (AS)**	**Associate of Applied Science (AAS)**	**Associate of General Studies (AGS)**	**Certificates**
Description: The AA degrees are designed for students who want a traditional liberal arts education and who intend to transfer to a four-year institution. They provide a basis of study in the areas of arts and humanities, communication, or social sciences. Courses must not be developmental.	**Description:** The AS degree is designed for students who want an emphasis in natural sciences, mathematics, computer science, pre-engineering, and allied health and intend to transfer to a four-year institution. Courses must not be developmental.	**Description:** AAS degree provides career skills to enable students to enter the job market after graduation, retrain in a new career, or upgrade employment skills. Some students do transfer to four-year institutions. Transferability of the AAS depends upon the courses taken and the receiving institution's policies. Courses must not be developmental.	**Description:** The AGS degree provides an educational plan for the student to create a personalized program. It allows the blending of both career and technical and transfer courses without the constraints of specialization. Transferability of the AGS depends upon the courses taken and the receiving institution's policies. Courses must not be developmental.	**Description:** A certificate is designed with career and technical courses that can be completed in a one-year program or less.

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

The process Colby Community College follows to ensure courses and programs are current and appropriate for higher education is ongoing and utilizes several layers of review. Several degree programs offered by Colby Community College have accreditation standards set by third party accreditation agencies related to the industry. A list of the third party accrediting bodies can be found in the 2015-2016 college catalog. Courses and programs remain current at a national level through accrediting bodies, but also by compliance with state initiatives through the Kansas Board of Regents. The College participates in the Kansas Core Outcomes Group Project. This group establishes core outcomes to meet system-wide course transferability standards. CCC's technical education programs are approved by the Kansas Postsecondary Technical Education Authority (TEA). The TEA approves new technical programs and reviews existing programs. Internally, the College's Academic Council meets to evaluate programs, processes, and policies monthly. The various levels of review ensure not only that the programs offered at CCC are current, but also to define how and why the levels of performance by students are appropriate to higher education.

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

Standard degree requirements for each degree are present in the 2015-2016 college catalog. The College website and catalog also provides students specific learning outcomes for programs on individual program pages. Faculty is required to utilize the common course syllabi where learning outcomes are articulated on the course level.

3.A.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).

Colby Community College offers the following modes of delivery: face-to-face, hybrid (50% online, 50% face-to-face), and online classes. These modes of delivery are available on the main campus in Colby, Norton Campus in Norton, distance delivery, dual credit in high schools throughout the 14 county service area, and consortial in eduKan.

eduKan is a consortium of six Kansas community colleges offering coursework online since 1999. Students taking courses through eduKan have used the eCollege learning management system, however eduKan recently switched to the Canvas learning management system. CCC began transitioning to Canvas in Summer 2016.

Methods used to verify course content is consistent with common course syllabi and regular course assessment. Regardless of delivery method, course outcomes and competencies are also specific to each course. The college catalog also provides curriculum guides.

As mentioned in 3.A.2. CCC participates in the Kansas Core Outcomes Group Project. A representative from each institution is chosen to determine the learning outcomes and competencies that should be met to ensure consistency of course content, both online and face-to-face.

All programs across all modes of delivery also go through a formal review every three years to evaluate the content relevance and other indicators of effectiveness. Course/program outcomes and competencies are specific to each course and program. Each course/program outcome has specific competencies regardless of the mode of delivery.

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

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

The framework of the general requirements conforms to the Kansas Board of Regents (KBOR) standards of transfer and articulation and the Kansas Core Outcomes. It is the expectation these courses offer a broad range of education allowing the student to view the world from a perspective that includes knowledge and critical thinking skills associated with the humanities, social sciences, written and oral communication, mathematics and scientific reasoning.

The following table shows the requirements that students must complete for the Associate of Arts and Associate of Science degrees.

Associate of Arts (AA) and Associate of Science (AS) Degree Requirements		
Area of Study	AA Degree	AS Degree
Written Communication	6 credit hours	6 credit hours
Oral Communication	3 credit hours	3 credit hours
Mathematics	3 credit hours	3 credit hours
Arts and Humanities	6 credit hours	6 credit hours
Social and Behavioral Sciences	6 credit hours	6 credit hours
Physical Education	1 credit hours	1 credit hours
Natural and Physical Sciences (with at least one lab course)	3 credit hours	5 credit hours
Concentration Hours	Minimum 30	Minimum 30
Total Hours	Minimum 62	Minimum 62

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

For each degree offered, there is a specifically defined core curriculum. The courses may vary from degrees but are all designed to prepare students for success in their chosen fields, both in additional academic endeavors as well as in the workplace. The College has identified the following expectations for all students who complete a degree at Colby Community College:

- Deliver effective oral presentations;
- Utilize grammatically correct and logically written English;
- Exhibit a higher level of critical thinking processes;
- Solve quantitative problems utilizing a variety of techniques and methods;
- Utilize technology relevant to disciplines of study;
- Evaluate their intercultural sensitivity and global awareness.

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

Each course syllabus communicates the mode of inquiry or creative work used by that instructor. The College requires multiple modes of intellectual inquiry in its courses through technology such as Dropbox, wikis, email, eCollege/Canvas, clinical education, and traditional modes of library research both onsite and through access to digital archives at a national level.

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

The College identifies specific courses geared to address diversity:

- Art History II
- Cultural Anthropology
- Introduction to Sociology
- Sociology of Families
- World Civilization to 1660
- World Civilization 1600 to Present
- World Literature
- World Regional Geography
- World Religions

As all courses go through assessment after each academic term, these courses complete an assessment with particular emphasis on assessing multicultural awareness. Also, vocational programs address diversity training specific to their career standards.

The College supports clubs and organizations that promote cultural diversity like International Students and Friends Organization (ISFO), Alpha Rho Tau (Art Club), Circle K, Council of Associate Degree Nursing Students (COADNS), Council of Practical Nursing Students (COPNS), OPTIC, Physical Therapist Assistant (PTA), Student Veterinary Technician Association (SVTA), Massage Therapy Club, and Student Government Association.

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

Instructors are given the opportunity for online professional development through Perkins funds, college supported Web links (NISOD, StarLink) and the opportunity to attend state and national conferences. Instructors participate in state and national research projects and provide students for voluntary participation in these projects. This encourages students in the discovery of higher level of knowledge. Examples include community involvement: The Great Plains Experience, Genesis, Art Walk, Max Pickerill Lecture Series, Studio Friday, local blood drives, music clinics, health fairs, immunization clinics, and other community service activities; state and national conferences: Nursing Day at the Kansas Legislature, the CCC Annual Veterinary Technician Continuing Education Conference, Spay Day at Wichita Humane Society, Dental Hygiene Kids Clinic, Phi Beta Lambda (PBL) state and national leadership conference, and the Kansas Physical Therapy Association (KPTA) conference.

Students contribute to academic achievement by using campus resources and participating in service work and field experiences to enhance their learning. Examples include participation in Big Brothers Big Sisters; March of Dimes; flu shot clinics; Bod Pod; Special Olympics; Retired Senior Volunteer Program (RSVP) event; Breast Cancer Awareness; food, coat, and blood drives; massage clinics; dental hygiene community clinics; community pet washes; and public educational events. The music department also hosts a professional development day for area music teachers and music majors.

Faculty, staff, and students express creativity through music performances, art displays on campus and in the community, creative art-themed tours, plays, musicals, and the contribution of written works for publication.

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

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

As of fall 2015, the College had 42 full-time faculty, 6 part-time faculty, and 52 adjunct faculty. Thirty-six faculty are tenured, and 12 are on the tenure track. The student to faculty ratio was 13:1 for the past two academic years. Faculty length of service. The Master Agreement (faculty contract)

states the full-time faculty workload comprises 15 credit hours or 20 contact hours per week per semester, or 30 credit hours or their equivalent per year. The workload for regular part-time faculty consists of at least six credit hours per semester or nine credit hours in one semester. Overload compensation shall only be paid for courses that exceed the 15-hour normal professional workload, with a maximum overload of 22 hours or 7 classes whichever is greater per instructor.

Non-classroom roles of the faculty include academic advising, serving on committees, program director for vocational programs, serving as faculty division chairs, and participating in community events and organizations. In fall 2015, the Registrar's report showed 51 advisors with 846 advisees, for an average of 16 advisees per advisor.

Every effort is made to hire faculty with appropriate credentials. Faculty employee files are reviewed by the President and the Vice President of Academic Affairs ensuring KBOR Policies are followed. The Master Agreement allows faculty five years to obtain a Master's degree.

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

In moving toward full compliance with the Higher Learning Commissions' most recent update (March 2016) to the guidelines on faculty qualifications for instructor eligibility to teach college credit courses, a new possibility has been identified. Outreach faculty are required to pursue a master's degree in the field/discipline they are teaching with 18 graduate credit hours in the related content area or pursue 18 graduate credit hours in the related content area they are teaching if they already possess a master's degree outside of the content area. All outreach instructors who did not previously meet the minimum instructor qualifications were required to sign a provisional document and provide a plan of action by January 1, 2016. Instructor qualification provisional forms were mailed out to all outreach instructors in July of 2015. At the conclusion of the spring 2016 semester, outreach instructors who did not provide a plan of action would no longer be able to teach courses for college credit. Instructors will be required to provide documentation of graduate program enrollment status and transcripts illustrating the completion of relevant coursework. Progress towards meeting the minimum instructor qualifications will be monitored, recorded, and documented each semester by the Director of Outreach. The College is in the process of filing the Application for Extension for dual credit faculty. As part of the application, the College has defined a hiring process for all faculty.

The deans from the eduKan consortium colleges require that all faculty who teach for eduKan have a master's degree in their teaching field. They will consider a master's degree in any field if there are a minimum of 18 graduate hours in the teaching field. The deans prefer to see 24 graduate hours and give preference to the master's degree in the teaching field. eduKan does not require the eCertification course but gives the option to the faculty. eduKan is working with the Iowa Consortium to build a special online training course for eduKan faculty.

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

Under the Master Agreement, (Article IV Section B 1-11) established institutional policies and procedures, instructors are evaluated regularly. During the first three years of employment, an instructor is evaluated twice; one evaluation is scheduled, and the other is unannounced. New faculty are evaluated once per semester. When an instructor is employed for four years, an evaluation must be completed by February 15 of the fourth year. The instructor is evaluated once every three years after five years of service. Observations must be completed by the evaluator who takes written notes and provides a copy of the notes to the instructor within three days of observation. Observations must be at least one hour in length. All instructors complete a self-evaluation and are evaluated by an administrator as well as by the students. When the evaluation has been reviewed with the instructor, it is filed in the instructor's personnel file.

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

Faculty at Colby Community College are provided professional development opportunities to learn new educational trends, develop student learning assessment goals, and devise new theories and skills into their curriculum. Faculty members are expected to participate in at least two professional development activities each semester. The Academic Affairs Office schedules events each semester and provides the schedule to all faculty. Professional development activities are often led by faculty and staff and may include webinars, workshops, seminars, and conferences. Starlink, a professional development Web site, is available and funded through Perkins. NISOD, a professional teaching and learning information for community and technical colleges, is made available to all faculty and staff through institutional membership. Participation in professional development must be documented and submitted to the Academic Affairs Office at the end of each academic year. In 2014-2015, faculty participation in professional development activities reached 90%. All employees with a medical license/certification must obtain 10-20 hours of professional education each year, or as required by state law.

3.C.5. Instructors are accessible for student inquiry.

Full-time faculty is on campus a minimum of 35 hours each week, and expected to teach at least 15 credit hours. Hours taught beyond 15 are not included in the 35-hour total requirement. Office hours are available outside the faculty member's office door. Instructors publish their office hours in the course syllabus or include a statement informing students where to find their office hours. Students are encouraged to schedule appointments. Copies of each instructor's office hours are located in the Vice President of Academic Affairs Office.

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

Tutoring services are available to students in the Comprehensive Learning Center (CLC), supervised by library staff. Tutors selected by the CLC staff undergo a rigorous verification process in which grades are verified pertaining to subjects that are to be tutored; faculty references are sought for each student tutor to assure academic proficiency in each subject and to determine whether students have the necessary communication skills. Tutors are also required to submit writing samples to be evaluated by the English Department for proficiency and to meet with faculty members in the English department to receive training on how to best satisfy expectations on assignments such as student papers. Student tutors also receive training regarding proper tactics in instruction and training regarding tutor expectations, work ethic, appropriate work behavior, and conflict resolution.

Each department outlined in 3.D. comprising the Division of Student Affairs develops an annual budget that includes line items associated with professional development. Professional development opportunities consist of conferences, trainings, seminars, webinars, continuing education and subscribing to state and national associations.

In 2015, two faculty and the retention specialist attended the Kansas Advising Network Conference and will once again attend the 2016 conference. The CCC Transfer and Articulation Specialist offers academic advising training as a professional development opportunity.

Financial Aid staff attended numerous conferences to help ensure federal compliance and to better serve our students.

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

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

Support for students is a shared responsibility among many departments, offices, and units at the College. The Student Affairs Division is led by the Vice President of Student Affairs. It works to empower every person to engage in healthy behaviors, to support others in doing the same and to look out for one another. It offers programs and services that assist students in their holistic development, guided by a philosophy that focuses on the concept of wellness that reflects the values of the College. This collective responsibility fosters a strong, healthy and connected community focusing on improving safety, addressing concerns, and assisting students. This approach requires the services offered by Student Affairs to be proactive, intentional, and committed toward a lifetime of healthy living. This wellness model is multidimensional including social, cultural, community, and intellectual aspects. The breadth and depth of services offered demonstrate that the College has the capability and means to address the varied needs of the student population. The following offices are paramount to the success of student services:

- The Counseling Office-Common student issues are dealt with through the Counseling Office on a walk-in and/or appointment basis. In Thomas Hall, the Counseling Office sees multiple students that are seeing a therapist on an on-going basis where they are from but check in with the on-campus counselor. Some in-depth issues such as addiction, psychosis, or acute suicidal issues have also been referred on for emergency medical treatment. A referral system has been developed by Counseling Services to deal with problems of this nature.

- The Student Health Center-Provides services under the direction of a registered nurse and the campus health care provider. The Health Center is in the Student Union and is open from 9:00 a.m. to 3:00 p.m. Monday through Thursday. Students are seen on a walk-in basis. Appointments are needed for consultation with the healthcare provider. Physician visits off campus can also be scheduled through the Student Health Center. Health Services include health counseling, student health insurance information, athletic injuries and insurance, community agency referrals, health records, health education, screening and treatment of sexually transmitted diseases, family planning, immunizations, basic laboratory testing, basic first-aid, allergy shots, flu vaccinations, mononucleosis testing, and blood pressure monitoring. Reasonable accommodations will be provided when possible. The Office of the Vice President of Student Affairs can be contacted when students encounter challenges that may interrupt their course work. When requested, the office will send a notification to the student's instructors about a temporary absence. All health information of any individual is held in the strictest confidence per HIPPA regulations. Only by a signed medical release form is information communicated with outside entities. Any fees for services are paid directly by students or staff to the Student Health Center with residual charges posted to student accounts.

- Consolidated Management Company provides dining services in the main dining area in the Student Union. Students living on campus choose between plans of 19 or 15 meals per week. Dining services are also open to commuter students, faculty, staff, and community members and organizations.

- The Student Life department hosts weekly programs on campus such as Friday night movie nights. Once a month the department hosts Trojans Late Night, a monthly late-night event to provide an alternate event option for students. Previous themes have included Las Vegas, Valentine's Day, Halloween and Harry Potter.
  The Student Life department also hosts intramural sports throughout the year. In the fall, flag-football, soccer, and volleyball are offered. In the spring, basketball and softball are available. All sports leagues are co-ed. As a part of the intramural program, we host a weekly pick'em sports competition and fantasy sports competitions.

  In addition, the department oversees all student organizations, to include the Student Government Association, from registration to the awards program in May. There are several departmental student organizations as well as other organizations serving several different interests. Students have an array of opportunities to get involved.

- The Residence Life Department at Colby Community College provides a safe, updated living environment at a very affordable price. All of Colby Community College's living centers will either be new or newly renovated since 2007, except Living Center East. Additionally, all

CCC residence halls will be wireless enabled by December 2015. The residence halls can comfortably house 320 students. Student resident advisors are hired to ensure students are properly transitioning and have a peer available to rely on for guidance and leadership. Every month the resident advisors host events to foster and build a sense of community, improving the quality of living for students and promoting a true collegial feel. The Residence Life Department provides a secure and fun atmosphere for students to live on campus. Professional coordinators staff the residence hall complexes and are assisted by student resident advisors who are hired to serve as leaders in the residence halls and enforce policies and procedures. Each month the resident advisors and the living center coordinator host an event to build communication and increase involvement among residents. The Division of Student Affairs offers support and enrichment programs geared to student academic success.

- The Comprehensive Learning Center (CLC) coordinates a variety of tutoring services and activities for academic success. The staff in the CLC are available to proctor tests for online classes and distance learners using the adopted policy by the Board of Trustees. The CLC, centrally located in the H.F. Davis Library, provides services, programs, and resources that promote academic success for all students. They are encouraged to take advantage of these resources and services early in their academic careers to increase the prospects for academic success. Students may walk-in or schedule an appointment with a member of the staff. They may request an unlimited number of appointments. Information about the availability of academic assistance is provided to students in the College catalog and during Student Success Seminar and Orientation, for all first-year students with less than 15 credit hours, during their first term at Colby Community College. All services are available at no charge.

- Student Support Services is a federally funded TRIO program with the objective of providing personal and academic support services to CCC students who are traditionally underrepresented in college. Qualifying students must meet certain academic guidelines and must be either first generation (neither parent holds a bachelor's degree), low-income, or have a documented learning or physical disability. Federal regulations limit the number of students at CCC served by the SSS program to 200 students per academic year. Program participants must be working toward graduation requirements.

SSS services provide students with tools for a successful education which include, but are not limited to individualized tutoring, academic counseling, and supplemental instruction in selected courses. Personal counseling, financial aid information, career planning and transfer counseling is also available to program participants.

SSS students are encouraged to graduate and transfer to a four-year college and seek a four-year degree. Assistance is available to SSS students in the form of transfer advising, college visitation, financial aid advising, and follow-up tracking. All services are free to qualifying students.

The performance of the SSS program is evaluated and funded by how well program objectives are met. SSS is funded on a five-year grant cycle and endures difficult competition for the award. The current SSS grant receives funding through August 31, 2020.

- Outreach Academic Support services for concurrent and off-campus students are provided through outreach coordinators at each location and the on-campus outreach department. Outreach instructors and on-site coordinators receive regular updates concerning campus policies and procedures, assessment, academic requirements, and common practices.

- SMARTHINKING is a live online tutorial service available to eduKan students. This service offers tutorial assistance in a variety of subjects. An online card catalog, 18 online databases, NetLibrary (world public library), online encyclopedias and dictionaries are also available for student use. Online students can contact CLC tutors via Skype.

3.D.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.

Upon matriculation, with certain exceptions, all new students must complete a placement test (ACT, SAT or COMPASS/ACCUPLACER) to determine their appropriate course level in three areas of study: math, English, and reading. The Admissions Office in conjunction with the library coordinates these placement exams for incoming students. Placement tests are administered under criteria established by the College with test results posted to the students' permanent record. Placement scores are used to determine the appropriate course selection for math, English and reading courses.

CCC offers services to help students who are not proficient in the English language. The College does not have a permanent English as a Second Language instructor or program. However, the Adult Basic Education program offers classes with qualified instructors when a minimum of six students enroll. Students are referred to other local agencies when appropriate.

English Proficiency: If a student's first language is not English, the must provide proof of English proficiency by completing one of the following requirements:

- International TOEFL score, Unconditional Acceptance – Computer based: 173 or above;
- Paper-based: 500 or above; Internet based: 80 or above
- International TOEFL score, Conditional Acceptance – Computer based: 153-172; Paper-based: 475-499
- Internet-based: minimum of 61, Certificate of Completion of ESL Level 109
- Complete the Advance Placement International English Language Exam (APIEL) with a score of three or higher
- Complete International English Language Test Standard (IELTS) with a minimum of five

CCC does not have an intensive English language program. CCC English courses are designed only for students who have already reached a certain level of English proficiency as determined by the proof of English proficiency provided. All students must take a placement exam to determine if they are prepared for the work required at the freshman level of courses. If these results show the student is not prepared, the student will need to enroll in appropriate developmental courses.

Colby also accepts Military Service Credit, Credit by Examination (CLEP), Life Experience Credit and Advance Placement (AP) Credit. The College has a protocol for students continuing their studies in the areas in which credit is awarded.

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

Faculty complete the majority of advising. Each student accepted directly into one of the College's career, and technical programs are assigned to a program faculty member who serves as academic advisor. Students who declare a major designed to transfer are paired with the appropriate academic faculty. Students undecided about their major are advised by a general education adviser located in the Office of Student Support Services. The academic or program advisor assists the student with selecting courses for his or her program of study, monitors progress toward degree completion, helps locate resources on campus, and advises how to be a successful student. Students work with the faculty academic advisors to select or change their major. If changing a major is required, it is a simple process of completing a Reassignment of Advisor form. New faculty is paired with experienced faculty and offered advisor training through the Transfer and Advising Specialist in the Office of Student Support Services. An online Academic Advising course (CE179), open to faculty and staff, may be taught as needed during future semesters at the request of the Academic Affairs Office.

The Director of Outreach serves as the advisor for degree-seeking students. The director routinely travels to outreach locations to meet with students and is accessible by phone and e-mail. Students at each location attend yearly presentations outlining the possible courses, degree-seeking options, and transferability of courses. Students may also schedule appointments with the Outreach Department for academic advisement. Outreach coordinators are employed by CCC at each location and are secondary education counselors. Outreach coordinators receive training each semester concerning academic advisement and have access to the same student resource materials as on-campus personnel.

To monitor academic progress for students, the program directors, advisors, and instructors may issue an Academic Alert for their respective students to serve as an early warning system. These reports are sent to the Retention Specialist, who contacts underperforming students for a meeting to form an action plan for improvement. At mid-term and the end of each semester, all students have access to a grade report on TrojanWeb. Students who do not meet minimum standards are at risk of being put on academic probation.

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

With the current size of the student body, Colby Community College has sufficient classroom, laboratory, and performance space to provide quality educational experiences. In seven academic buildings throughout the 105-acre main campus are approximately 32 classrooms, including computer and science laboratories. The majority of regular classrooms have seating capacities between 20 and 40, a physical manifestation of the College commitment to intimate teaching environments to stimulate inquiry and dialogue between students and faculty. One classroom seats over 50 students in an amphitheater setting. All classrooms have Internet access and as of fall 2015, there were 14 smart classrooms on the Colby campus.

There are four science labs for biology, chemistry, physics and physiology and anatomy courses. There are an additional five specialty laboratories for dental hygiene, massage therapy, nursing, and physical therapist assistant (which besides the campus labs rely on private and corporate clinical lab sites). The veterinary technology program and agricultural programs maintain five indoor labs and one outdoor lab. The art department has one performance lab and a ceramics lab. The criminal justice program has a dry forensic lab. These labs have capacities ranging from eight to 30. Academic classrooms and labs can be found at the 60-acre Agricultural Center where the Farm and Ranch Management, Horse Production and Management, Feedlot, Beef Management, Animal Science, Alternative Energy, and Veterinary Technology students experience contextual and experiential learning in a lab environment.

The College continually invests in infrastructure to support learning and over the last decade has made substantial renovations. These projects have included renovations to existing spaces, construction of entirely new spaces, and cross-campus technology. The campus presently has five computer labs with a total of 75 desktop computers for student use. Computer labs are located in several lecture buildings with the main lab located in the Comprehensive Learning Center(CLC) portion of the library. As a part of an ongoing initiative to update existing student resource spaces, computers in Bedker, Ferguson, and CLC have been replaced with new i5 desktop computers. In 2015, wireless internet was extended to the living centers on campus, extending the coverage area to encompass the majority of the campus property. Additionally, students have access to journal databases through the CLC and can obtain a Microsoft 365 subscription free of charge while a student.

Academic technology has been one of the fastest growing areas of the College in the past decade. The Information Technology Department (IT) seeks to advance the mission of the College through leadership, thoughtful application of technology, and quality service. Among other services, IT manages student, faculty, and staff email and voicemail accounts, delivers Help Desk service, provides discounted or free software to students, supports smartphones, and maintains student computer labs. IT also supports the learning management system (LMS). The majority of the classrooms are equipped with computer hardware, appropriate software, projection systems, and

document cameras. Besides classroom digital mediation projects, the College has made progress in providing wireless networking in classrooms. The College updated to 'fiber optic cable' and wireless Internet access. Additional equipment updates completed in 2015 include: three new servers with a combined 383 gigabytes of ram and 110 gigahertz computing power, new air-condition unit for the data center to ensure reliable and stable operation of servers, replacement of campus lab computers, and the establishment of a reserve of 30 new computers for deployment (15 laptops and 15 desktops).

An IT Director, Network Administrator and one technician staff comprise the IT Department. The IT Department reports directly to the Vice President of Business Affairs. The IT Department has an abundant amount of information documented on the server to avoid future technological issues. The IT department is responsible for assuring that the technological needs of students, faculty and staff are not only met, but also anticipated.

The Northwest Kansas Cultural Arts Center (CAC) opened in 1976. It houses the Frahm Theatre, an exhibition gallery for the art department, and a chapel that provides an additional small performance venue. The Frahm Theatre is a 538-seat professional performance hall that offers opportunities for student performances presented by the Sunflower Singers, Jazz Ensemble, Concert Band, Choir, and numerous community groups or professional artists. In addition the Theatre is used for student recitals, academic presentations, meetings, and the Max Pickerill Lecture Series. An addition was added to the theatre with offices for music faculty, practice rooms complete with computers and pianos, and separate rehearsal spaces for the band and choral programs.

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

Centrally on the campus, the H.F. Davis Memorial Library supports a positive learning experience by providing service to all in the College community—faculty, students, and citizens of northwest Kansas. The library offers wireless computing, printing, database usage, photocopying and faxing services. The library is also the primary study area on campus. The library holdings include over 45,000 volumes of books, audiovisual resources (DVD, books on CD) eBooks, periodicals, program journals, U.S. Government Documents and Kansas State Documents, online databases and online access to program journals and periodicals. Microfilm reader-printers and audio-visual equipment are available for use. Interlibrary loan services are available to all patrons. The Library not only provides space for collections but also learning spaces for the College community. The Library provides seating for students at study tables, individual study carrels, and group/individual study rooms. Collaborative learning spaces are available where students can move to soft seating to facilitate group work. The H.F. Davis Library provides access to desktop PCs in the Commons area and has strong wireless access throughout the building. Overall, the library has responded actively to the changes seen in many academic libraries, moving collections to follow demand for online resources, providing more avenues for communication with students over social media, and developing infrastructure to support digital collections for outreach and faculty support. The library staff is trained to provide support in locating, evaluating, and ethically using information resources, and in selecting the materials purchased by the library. The library staff are available for office hours

and research consultations, but do much of their work in the classroom, providing presentations on information search and usage during the Student Success Seminar classes and many technical courses.

In fall 2010, the Veterinary Technology Program received a USDA National Institute of Food and Agriculture grant for $960,000 to develop a Distance Learning Veterinary Technology Program. The grant covered faculty and staff salaries, continuing education, program advertising, accreditation expenses, laptop computers, a digital radiography system, and a portable radiograph machine. The grant provided the resources to allow the Distance Learning Veterinary Technology Program instructors to develop the curriculum for the online students. The grant ended on July 31, 2015.

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

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

The College offers a broad range of co-curricular activities such as Athletics, Concert and Jazz Band, Equestrian Team, International Student and Friends Organization, Livestock Judging, Pep Band, Phi Theta Kappa, Presidential Scholars, Rodeo, Student Government, Student Ambassadors, Sunflower Singers, and several departmental clubs. Staff members involved in co-curricular advising are also appropriately qualified, trained and supported in professional development.

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

Besides volunteer activities addressed in 3.B., students in co-curricular activities also provide local Girl Scouts assistance, assist with basketball clinics and camps, volunteer to coach and referee for the Colby Recreation Department events, serve and prepare food for local events, ring the bell for the Salvation Army, visit nursing homes, and participate in local and area art events. These volunteer opportunities positively affect their world.

Spiritually the College has Chi Alpha. Locally, specific religious offerings encourage students who seek spiritual guidance. There is a Common Grounds Coffee monthly event sponsored by a local church.

CRITERION FOUR: TEACHING AND LEARNING - EVALUATION AND IMPROVEMENT

CRITERION FOUR. TEACHING AND LEARNING: EVALUATION AND IMPROVEMENT

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

CORE COMPONENT 4.A.

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

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

Program reviews are ongoing at Colby Community College. All academic and technical programs conduct program reviews on a three-year rotation.

The current program review report incorporates several key elements:
- Alignment of the program mission and purposes with the College mission and purposes;
- An overview of the program curriculum, including specific information and analysis of assessment data (course-level and program-level) and results, program curricular changes since the previous review, and other relevant data and narrative;
- If the program's primary focus is on transfer, the information is included related to course enrollments, number of students earning their transfer degree with a concentration in the program area (CCC does not provide majors in the transfer areas), course academic performance analysis, and transfer data where/when available;
- If the program's primary focus is on career and technical education, the information is related to course enrollments, number of completers, job placement in a related field, interaction with advisory committees, efforts to stay current with curriculum and skills/applications, and external accreditation (if appropriate);
- Resources Analysis: fiscal, personnel, facilities and equipment/technology.
- SWOT analysis of the program and the assessment of student learning related to the program core courses/programs outcomes. The program SWOT analyses are used to inform the Academic Master Plan.

The Program Director meets with the Vice President of Academic Affairs after the submittal of the program review. While reviewing this process the evaluation of program reviews will occur by the academic council starting in the fall of 2016. The council will prepare a report documenting feedback to the respective program director.

4.A.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.

The Registrar evaluates all credit submitted from other institutions. As a public institution of higher education, Colby Community College accepts credits from other public colleges and universities in the state of Kansas according to the Kansas State Board of Regents (KBOR) Transfer and Articulation Policy. The College also accepts CLEP, Advanced Placement, military service credit, and credit for prior learning in accordance with standards set by the American Association of Collegiate Registrars and Admissions Officers. In addition, the Registrar relies on World Education Services to evaluate credit from international institutions.

The Registrar utilizes The Database of Accredited Postsecondary Institutions and Programs to verify college credentials and ensure the transferring institution has accreditation before granting transfer credit.

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

Transfer policies are clearly listed on the College website and in the course catalog and are supported by participation in the Kansas Core Outcome Groups (KCOG) project, ensuring all general education courses smoothly transfer within the state. This process also requires that all courses taught for dual credit and those in hybrid and online formats use the same learning outcomes as courses offered on the Colby campus to maintain state alignment.

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

CCC instructors are expected to assess the effectiveness of their courses each semester. If an instructor feels a pre-requisite needs to be added there is a procedure the instructor must follow. The instructor submits the proposal to add prerequisites with supporting documentation to their Division Chair. The Division Chair then presents the proposal to the Curriculum Committee for review and approval.

The College maintains and assesses the rigor of courses through assessment of student learning and classroom visits. The Vice President of Academic Affairs completes in-class teaching evaluations. First, second and third-year instructors are evaluated at least once a semester, fourth-year instructors are evaluated at least once a year, and fifth-year or higher are evaluated at least once every three years. A student evaluation of the course and instructor is completed within the time frame the in-

class teaching evaluation is completed. The College also utilizes the Community College Survey of Student Engagement (CCSSE) survey. The survey was completed spring 2013, 2014 and 2015. Prior to spring 2013, the College used the Noel-Levitz Student Satisfaction Survey.

Colby Community College hires only qualified instructors as defined in the Master Agreement. The Master Agreement states that instructors possess an academic degree relevant to what they are teaching and at least one level above the level at which they teach, except in programs for terminal degrees. In terminal degree programs, faculty members minimally possess the same level of degree. Only in exigent circumstances, when a qualified existing faculty is not available, will a professional employee be hired without meeting these minimum educational standards. In those rare cases, an individual will have a maximum of five years to complete the required coursework. CCC maintains and determines faculty qualifications per the Master Agreement and the new HLC faculty guidelines implemented March 2016. Please refer to the proposed Faculty Hiring Procedure.

Outreach

CCC ensures that dual-credit classes are of the same rigor and quality as those courses offered on campus. Dual credit instructors are required to align with on-campus course prerequisites, course material, syllabi and assessment of student learning outcomes. Dual credit instructors are also required to complete course assessment on all courses taught. Dual credit faculty requirements follow the same HLC guidelines established for on-campus faculty.

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

Colby delivers five programs that carry specialized accreditation: Dental Hygiene, Nursing, Physical Therapist Assistant, Practical Nursing, and Veterinary Technology. Each of these specialized accreditations is current. The College provides the resources necessary to maintain these accreditations, including equipment, training and in-service, annual reporting, and reaccreditation.

Program	Accrediting Body
Dental Hygiene	American Dental Association Commission on Dental Accreditation
Nursing	Kansas State Board of Nursing, Accreditation Commission for Education in Nursing, Inc.
Physical Therapy Assistant	American Physical Therapy Association
Practical Nursing	Kansas State Board of Nursing
Veterinary Technology	American Veterinary Medical Association

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

The institution uses several indicators to evaluate the success of its graduates. Annually, the Office of Institutional Effectiveness submits student enrollment reports to the Kansas Board of Regents (KBOR) to track longitudinal data. Annually, KBOR produces a data book for each community college as well as a transfer feedback report. The data book summarizes annual enrollment reports and also provides success indicators of first-time and transferring students. The success indicator is referred to as the Student Success Index. The Student Success Index reports the rate in which first-time students complete at the institution or in the Kansas system. It also reports the rate in which first-time students transfer within the Kansas system. CCC is a leader amongst Kansas community colleges in terms of the success index. The 2016 Community College Data Book ranked CCC sixth amongst twenty community colleges for students entering the 2012 academic year. For students entering in the 2011 academic year, CCC ranked third. The College administration uses the Student Success Index report to find trends and adjusts enrollment management practices based on a declining score. In the same evaluation process, the College utilizes the KBOR Transfer Feedback Report to analyze longitudinal data on CCC students transferring to Kansas State or Municipal Universities. The College annually reports detailed enrollment data to the Kansas Higher Education Reporting System allowing the Board of Regents to generate such reports.

The College evaluates the success of its students completing technical programs through CCC. By participating in the Kansas Training Information Program (K-Tip), the College receives annual employment and wage data for students enrolled in career technical education programs. The 2014 K-Tip Report listed CCC graduates as earning the highest average wage amongst graduates employed as compared to all other Kansas community and technical colleges. This report is generated annually from data the College submits to the Kansas Higher Education Reporting System in conjunction with data supplied by the Kansas Department of Labor. The College uses this report to analyze trends in enrollment and student success after completing technical programs at the institution.

CORE COMPONENT 4.B.

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

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

CCC assesses student learning at three levels: (1) the course level, (2) the program level and (3) the general education level.

Course Level Assessments

Course outcomes are created by the course instructor(s) to establish goals to guide the selection of assessment instruments and facilitate using assessment results. Course outcomes are measurable and use action verbs from Blooms Taxonomy. Instructors are encouraged to align the CCC course outcomes to the outcomes specified in the Kansas Board of Regents Kansas Core Outcomes Group Project (KCOG); however, this is not a requirement at the state level at this time. At this time the project ensures courses will transfer between state funded schools. The course outcomes are clearly present in the syllabus template used for all courses. Course level assessments capture what matters, provide direction for actions, identifies needed resources, and determines if progress is made in the course.

Program Level Assessments

Program level assessment matrices are created by each faculty member/department and identify the course outcomes students must know at the program level. The assessment matrix at this level reflects programmatic goals and objectives for student learning. The Veterinary Technology and Dental Hygienist programs conduct alternative methods of assessment.

General Education Level Assessments

The institution has six general education program outcomes that assess student learning. The general education program outcomes are published in the academic catalog and on the website.

The general education program outcomes for students that complete a degree at Colby Community College are:

Students will be able to
1. give effective oral presentations
2. utilize grammatically correct and logically written English
3. exhibit a higher level of critical thinking processes
4. solve quantitative problems utilizing a variety of techniques
5. utilize technology relevant to disciplines of study
6. evaluate their intercultural sensitivity and global awareness

Assessment Statements

With a focus on the assessment process and education to the students, staff, faculty, and other vested stakeholders, the following statements were developed and included in instructional publications:

Syllabus Statement
Colby Community College assesses student learning at several levels: general education, program, and course. The goal of these assessment activities is to improve student learning. As a student in this course, you will participate in various assessment activities. An example of your work, paper, some test questions, a presentation, or other work may be selected for assessment. This process will not affect your grade, will not require you do additional work, and your evaluation will be confidentially handled. Results of these activities will be used to improve teaching and learning at Colby Community College.

2015-2016 Catalog Statement
The CCC assessment program was established to enhance the quality and effectiveness of the curriculum, programs, and services of the institution. The institution wide assessment activities focus on analytical, quantitative, communication and aesthetic skills because they are of primary importance in the general education of students. Each department conducts assessment activities that address discipline-specific learning goals.

Core Competency Statement
Core Competencies: The learning outcomes and competencies detailed in this syllabus meet or exceed the learning outcomes and competencies specified by the Kansas Core Competency Project for this course.

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

Curricular

Course assessment is done in the electronic CCC Assessment System located on the website. Faculty members complete assessment before the next semester begins. Per the Master Agreement's outlined general responsibilities, faculty are asked to compile and analyze assessment data and submit results to the assessment committee.

Program level assessments and general education assessments are compiled in the summer and sent to the faculty member/department responsible for the program for review.

Average Student Performace
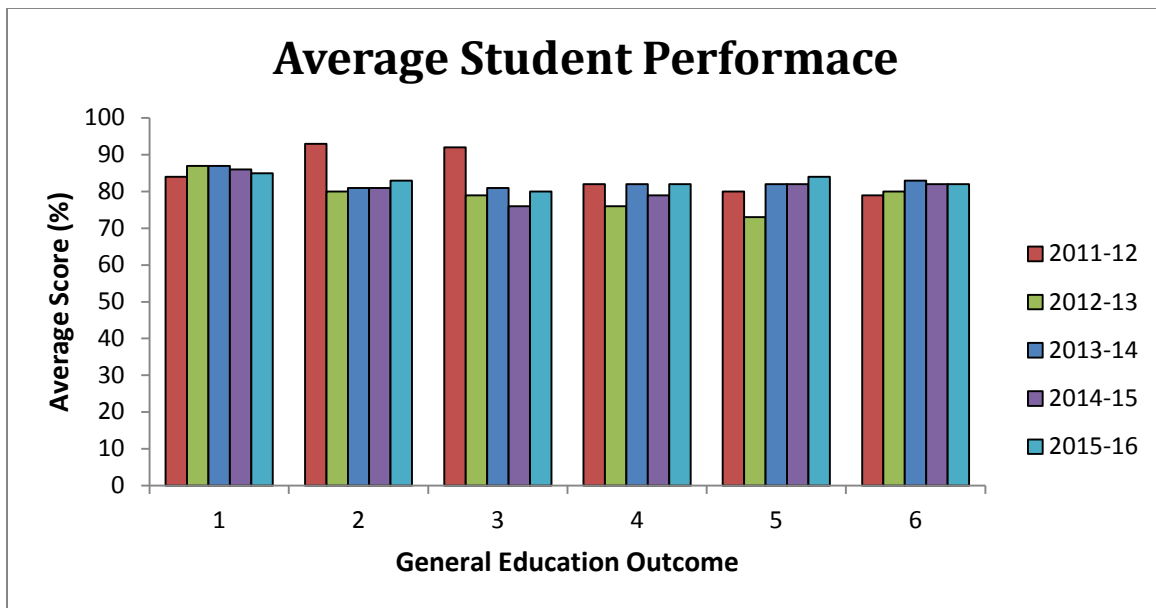
Co-Curricular

In spring 2016, the assessment of athletic teams began using the same online system as the course assessment. Coaches establish goals for their teams and do an assessment of these goals each semester. A report is generated each semester and sent to the Athletic Director for evaluation.

The Student Affairs Division strives to provide the best educational experiences and opportunities for students. The division has initiated the development of a comprehensive assessment plan that will promote evidenced-based decision making and systematic advancement of assessment programming at the division and department level. In Spring 2016, assessment started for orientation by the Student Affairs Division using the same online system as the course assessment, following an assessment plan.

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

Course level assessments are linked to budgets via the course level assessment record. Faculty members identify the resources necessary to improve student learning at the course level. The resource requests are compiled into a report that is sent to the VP of Academic Affairs. The Technology Committee prioritizes the needs and decides on a budgetary response to meet the goals of the strategic plan. These resources are tracked to see if and when the resources were obtained. Instructors are asked to indicate specific changes, recommendations, and/or enhancements in pedagogy, advising, scheduling, or course content that was undertaken in the previous semester. Those changes affected student learning in this semester as evidenced in examples of course assessment.

Program level assessments are compiled in the summer and sent to the faculty member/department responsible for the program for review. Four questions are answered based on the data for that program.

1. How does the data support your analysis of student learning, i.e. are students meeting the educational outcome?
2. What program changes are being made to enhance student learning (i.e. revise program outcomes, new courses, retention/recruitment strategies, obtain or update equipment, etc.
3. Are there any budgetary considerations needed to improve student learning for this program further
4. Additional comments

One the program level assessments are reviewed, they are sent to the Assessment Coordinator to be sent to the VP of Academic Affairs and posted on the CCC Assessment webpage. The faculty member/department and the VP of Academic Affairs use the program level assessment report to make changes to benefit the students. The technology committee prioritizes the needs and decides on a budgetary response to meet the goals of the strategic plan.

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

Assessment Methods

The assessment method used at Colby Community College is an embedded assessment method. The semester course assessments feed into the yearly program and general education assessment reports as specified by the matrix associated with the program.

Assessment Committee

The Assessment Committee consists of staff and faculty. Staff includes the Director of Outreach. Division chairs appoint faculty, and each committee member serves a minimum two-year term. Student membership is by invitation only from a committee member or the committee as a whole. The student must be in good standing, have a minimum G.P.A. of 3.0, and be unanimously approved by the committee. Students are an equal member of the committee and rotate from the committee upon graduation or leaving the College. The Assessment Committee was first established to help develop and implement assessment at Colby Community College and now focuses on faculty training and increasing participation in assessment. The assessment committee publishes meeting minutes and a summary of assessment activities and accomplishments every academic year.

Faculty Assessment Training

One goal of the Assessment Committee is to hold faculty training for faculty members at least once a semester. Various topics are covered including writing course outcomes, understanding how course outcomes are integrated into the program outcomes, and understanding assessment and how

it should be used to increase student learning. In addition, committee members are available for individualized training as requested.

Recent Training Dates and Topics:
        October 30, 2015 – Writing & Updating Course Outcomes
   August 26 and 28, 2014 – Outreach Assessment Training
        November 1, 2013 – Program Outcome Training
        November 15, 2013 – Course Outcome Training
        August 27 and 29, and September 5, 2013 – Outreach Assessment Training

Participation of Faculty

Participation of full-time and part-time/adjunct faculty has been increasing over time with 93% of the courses being assessed in Spring 2015. This participation illustrates that the culture of assessment is becoming imbedded into the school. The participation of outreach instructors increased dramatically in Fall 2015 due to an increased effort to educate, inform, and provide assistance to the outreach instructors through reminder emails and video tutorials demonstrating the assessment system. Participation in program level assessment is high as well at 80+% each year.
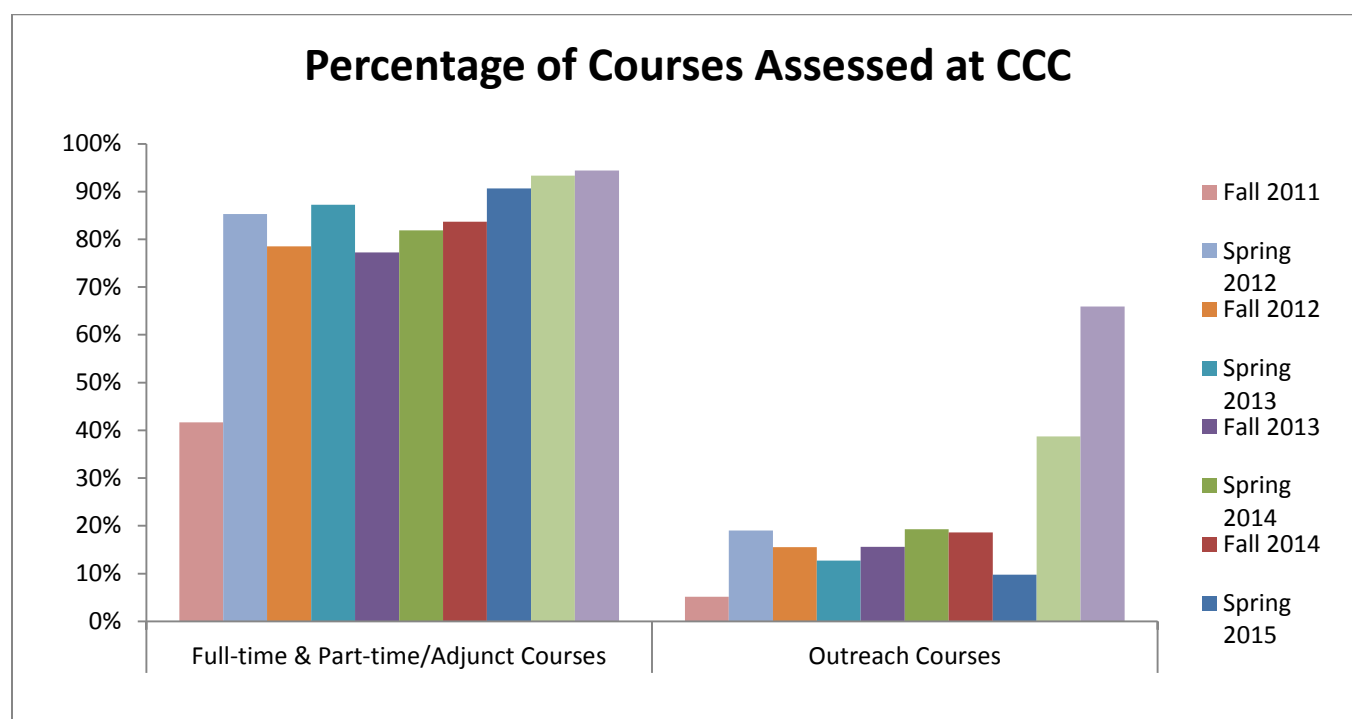
CORE COMPONENT 4.C.

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

4.C.1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
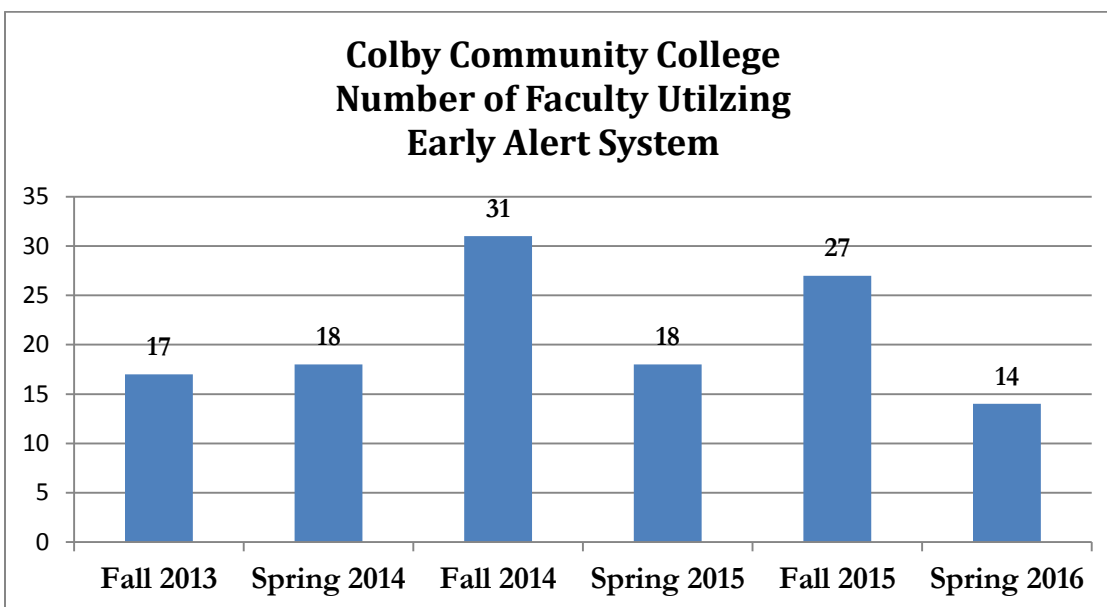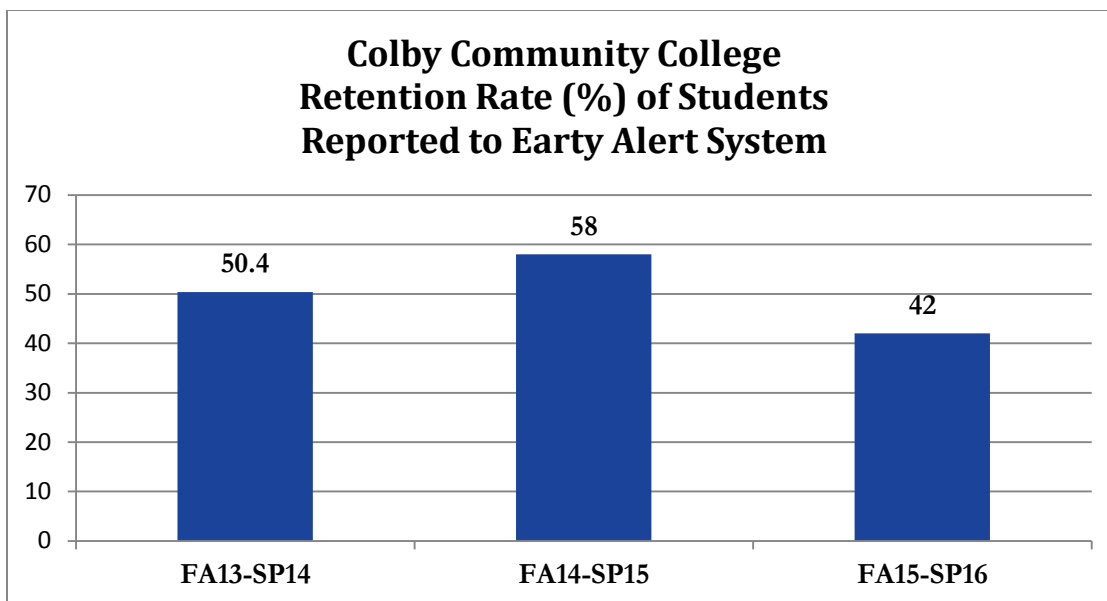
Student Retention

In July 2010 Colby Community College formed an Enrollment Management Committee consisting of academic division chairs, vice presidents, and representatives from Admissions, Outreach, Technology, Financial Aid, Registrar, Retention, and Scholarship. The committee met monthly from its inception to March 2012 when it started meeting weekly to make revisions on a working Enrollment Management Plan. The plans include an organized and creative approach to recruitment and retention of students.

In August 2013, the Vice President of Student Affairs changed the makeup of the committee to include representatives from all divisions of the campus community. Goals of the committee include the following:

1. Support departments in the evaluation, implementation, and analysis of enrollment management plans.
2. Increase campus wide awareness of and involvement in the principles of strategic enrollment management.
3. Maximize the use of technology in strategic enrollment management.

Currently, there are 29 Enrollment Management Plans of which cover a majority of the academic areas, public information, all student service departments and athletics. All of the plans have strategic priorities related to recruitment and retention and enhanced academic programming which is evaluated annually through measurable objectives. All plans for the 2014-15 academic year were updated and evaluated in May 2015, and the process continued into the 2015-2016 academic year. Review and re-evaluation of this plan will occur on an annual basis.

The Early Alert System has been implemented to allow faculty to alert the Retention Officer promptly when a student is absent or falling behind in coursework. The form to report a student to the Early Alert system is located on the CCC website. A tutorial was emailed to all faculty January 8, 2016, as a reminder of how to access the Early Alert System. The Retention Officer makes every effort to make contact with the identified student as well as alerting involved participants (advisors, coaches, specialized programs, etc.), of the intervention. Retention data is housed with the VP of Student Affairs.

Colby Community College
Retention Rate (%) of Students
Reported to Earty Alert System

	FA13-SP14	FA14-SP15	FA15-SP16
	50.4	58	42

Colby Community College
Number of Faculty Utilzing
Early Alert System

Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016
17	18	31	18	27	14

Student Success Seminar is a class that is offered each semester to all first-time, full-time freshman with less than 15 credit hours. Several career and technical education programs, such as PTA, Vet-Tech, and Pre-Vet offer this class with curriculum geared toward specific program content.

Student Success Seminar class provides information pertinent to being a successful college student. This class allows for direction and discussion in the following areas: registration, academic advising, study skills, safety and health, transfer and graduation, financial literacy, time management, and academic and personal support resources. Research indicates that students are more likely to be retained when required to complete an orientation class.

Student Support Services, a federally funded TRIO program, also has very defined goals and objectives as it relates to retention, persistence, and graduation rates. Colby Community College once again received a five-year grant award (2015-2020) to provide support services to

underrepresented college students. Each year this grant serves 200 program eligible students. SSS students are encouraged to seek a four-year degree and transfer to four-year colleges.

SSS Program objectives for 2015-16 are as follows:

Persistence Rate: 50% of all program participants served in the reporting year by the SSS project will persist from one academic year to the beginning of the next academic year or earn an associate's degree or certificate at CCC and/or transfer from a 2-year to a 4-year institution by the fall term of the next academic year.

Good Academic Standing Rate: Of those served by SSS, 75% will meet the performance level required to stay in good academic standing at CCC. Additionally, 45% of new participants served each year will graduate from the applicant institution with an associate's degree or certificate within four (4) years; 20% of new participants served each year will receive an associate's degree or certificate from CCC and transfer to a four-year institution within four (4) years. Each fall this data is collected and formulated and reported to the Department of Education in an Annual Performance Report (APR). Student Support Services also offers workshops for students focused toward academic success, retention and goal completion. A published flyer shows evidence of workshop related activities to enhance student success.

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

Historic Data and Goals
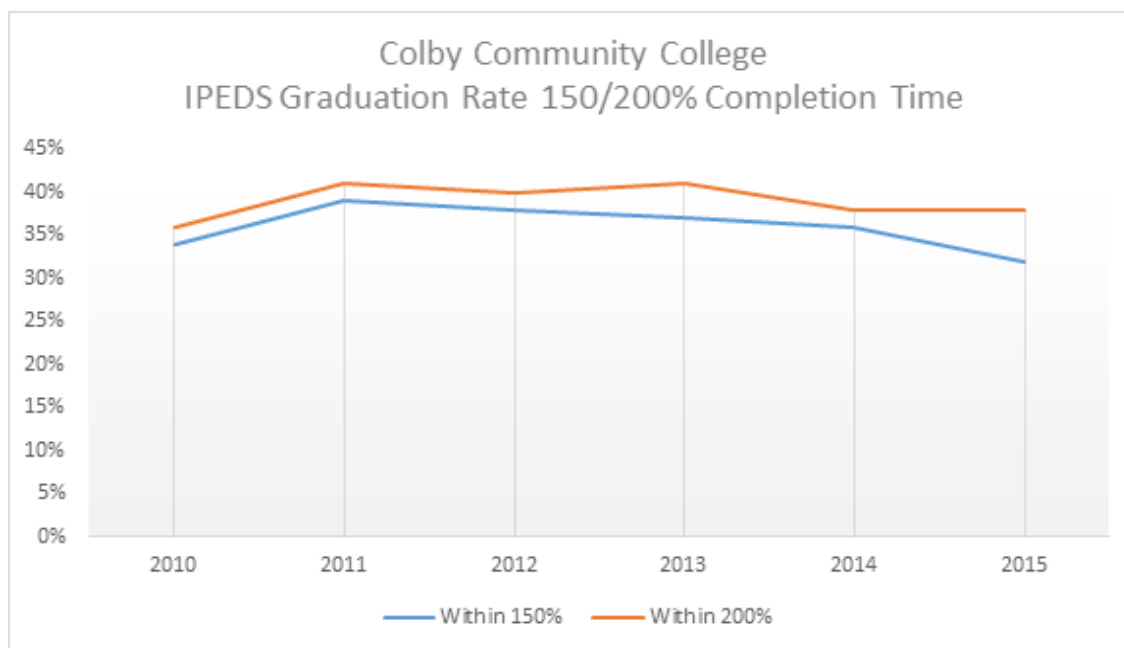
Completion Rate is calculated based on students who completed their program within 150% of the normal (or expected) time for completion (IPEDS definition). The completion rate goal for Colby Community College is to realize the three year average at 47% and increase the goal 1% each year until 2017.

Colby Community College
IPEDS Retention Rate for Full-Time and
Part-Time Degree-Seeking Students
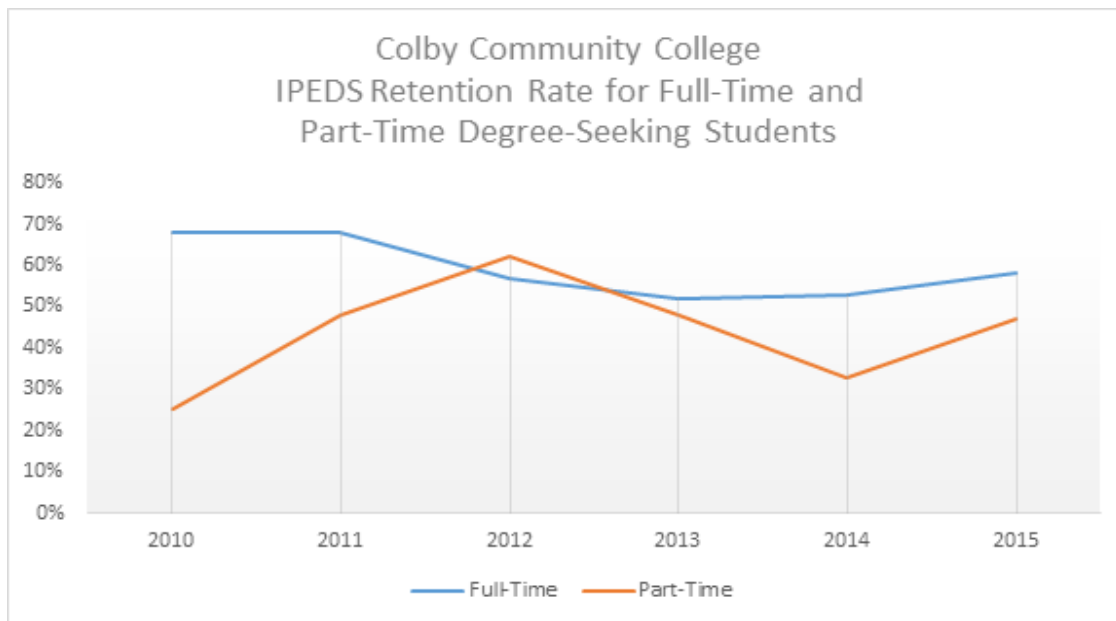
Retention rate calculates the percentage of first-time degree/certificate-seeking students from the previous fall semester who either re-enrolled or successfully completed their program by the current fall (IPEDS definition). The retention rate goal for Colby Community College is to realize the three-year average at 54% and increase the average by 1% per year until 2017 for both fulltime and part-time students.

Colby Community College
Persistence Rates
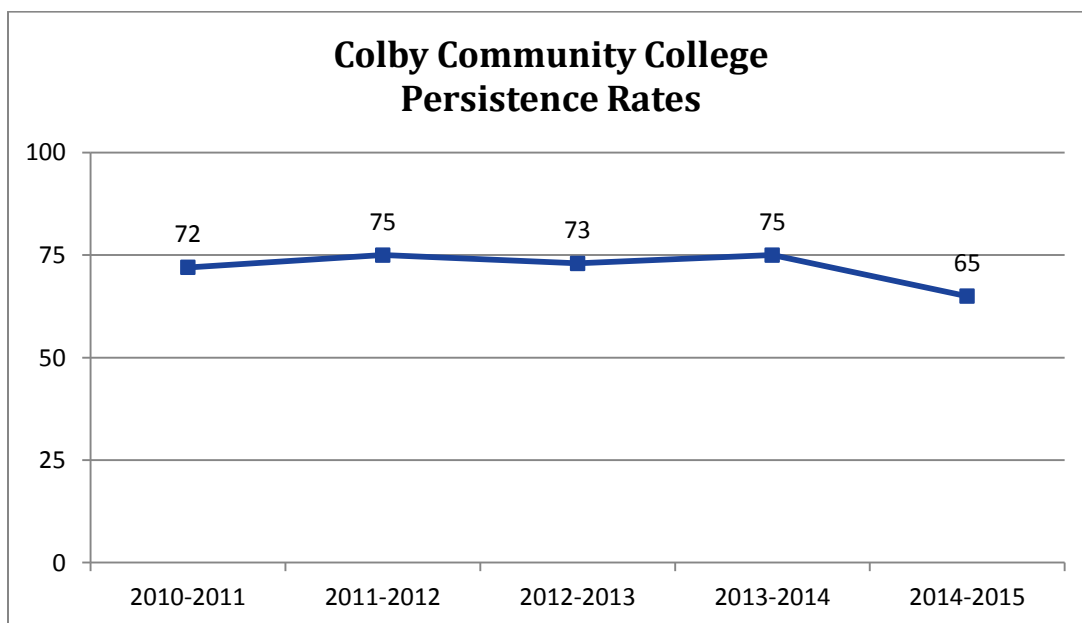
Standard persistence definition used is the students enrolled in the fall that continue to spring. The persistence rate goal for Colby Community College is to realize a three year average of 71% and to increase the average by 1% per year until 2017.

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

CCC utilizes many instruments to evaluate programs, facilities, services, and technology. A freshman survey is administered each fall semester to get feedback on many activities that take place at the beginning of the fall semester. CCC has used this information to make many changes to not only the orientation process but also to address facilities and technology.

In the last two years, two of three sections of Living Center North were completely remodeled through private donations from the community. Research has shown that such improvements significantly benefit (the institution) in the recruitment of students. The perception and aesthetics of the campus are helpful in the retention and persistence of students.

CCC recently was awarded a grant to address technology issues, as this again has been a noted concern among students and CCC employees. This grant funding will enhance technology and allow CCC students more technological opportunities. CCC will continue to apply for grants to address additional improvements as warranted by data collection.

CCC is using collected data to make improvements in student retention, persistence, and program completion by utilizing a working strategic plan that is structurally connected to the Enrollment Management Plan. CCC is addressing the data collected and making changes that are tied directly to the budget and the Strategic Plan. This ensures the College is making mindful decisions based on future planning.

CCC is addressing retention through the use of the Early Alert System. The EAS is designed to allow CCC instructors to notify the Retention Officer with student concerns. The Retention Officer reacts and addresses early alert issues with appropriate intervention. This data is reported directly to the VP of Student Affairs.

4.C.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 population, but institution is accountable for the validity of their measures.)

Colby Community College evaluates its success analyzing information on student retention, persistence, and graduation rates. Annually, CCC reports detailed enrollment information to the Kansas Higher Education Data System. The Office of Institutional Effectiveness disburses and produces an [annual report](#) of which compiles annual data for review. The Kansas Board of Regent uses the annual collection to evaluate the [Community College Success Index Score](#). The College uses this score to understand its placement in retention, persistence, and completion amongst other Kansas community colleges. The College also utilizes annual [IPEDS data collection reports](#) to understand trends in its retention, and completion rates. Recently, the College began to compile IPEDS data to evaluate its progress toward annual goals. This comprehensive report is the [Student Success Measures](#) report and was recently produced in April 2016.

CRITERION FIVE: RESOURCES, PLANNING AND INSTITUTIONAL EFFECTIVENESS

CRITERION FIVE. RESOURCES, PLANNING AND INSTITUTIONAL EFFECTIVENESS

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

CORE COMPONENT 5.A.

The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.
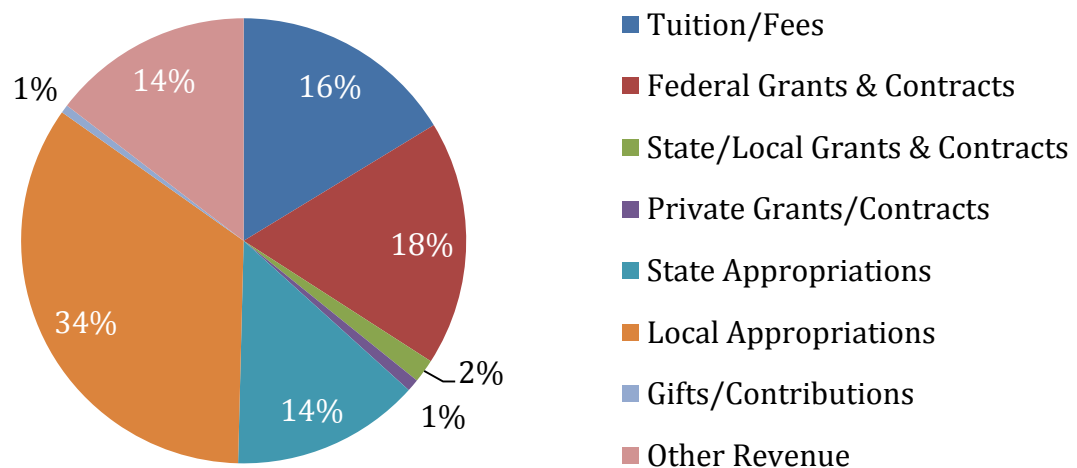
5.A.1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.

Fiscal Resources

Colby Community College has an annual operating budget of $14.7 million dollars. The College receives revenue from local appropriations, state and federal funding, tuition, grants/donations, and auxiliaries.

Fiscal Year 2014 Sources of Revenue

- Tuition/Fees
- Federal Grants & Contracts
- State/Local Grants & Contracts
- Private Grants/Contracts
- State Appropriations
- Local Appropriations
- Gifts/Contributions
- Other Revenue

These [funds are utilized](#) to ensure the College is accomplishing the mission and delivering the highest quality education to students; the College strives to fulfill its mission while operating within the parameters of its resources. Local appropriations are the local mill levy (taxing authority for Thomas County). State revenue includes funding from the Kansas Board of Regents and post-secondary aid. Federal resources include grants and Title IV funding (Financial Aid). Colby Community College is fiscally conscious of how to best utilize resources. For example, due to declining state aid, the institution found efficiencies in merging several positions to reduce

expenditures; this was not a workforce reduction as no one was officially laid off. The College continues to identify trends in funding and continuously evaluates its resources. Colby Community College is the third smallest community college in the state of Kansas but receives the least amount of state aid. Currently, CCC has the largest funding gap from the state of Kansas at 49.2% as of January 2016, meaning the institution is underfunded by 49.2% based on current institutional credit hour production. Continuous monitoring of state funding allows the College to plan strategically and proactively. Through revenue management, the College managed to increase its net cash reserve as seen in the following table.

Colby Community College
FY 11-15 Unrestricted Funds
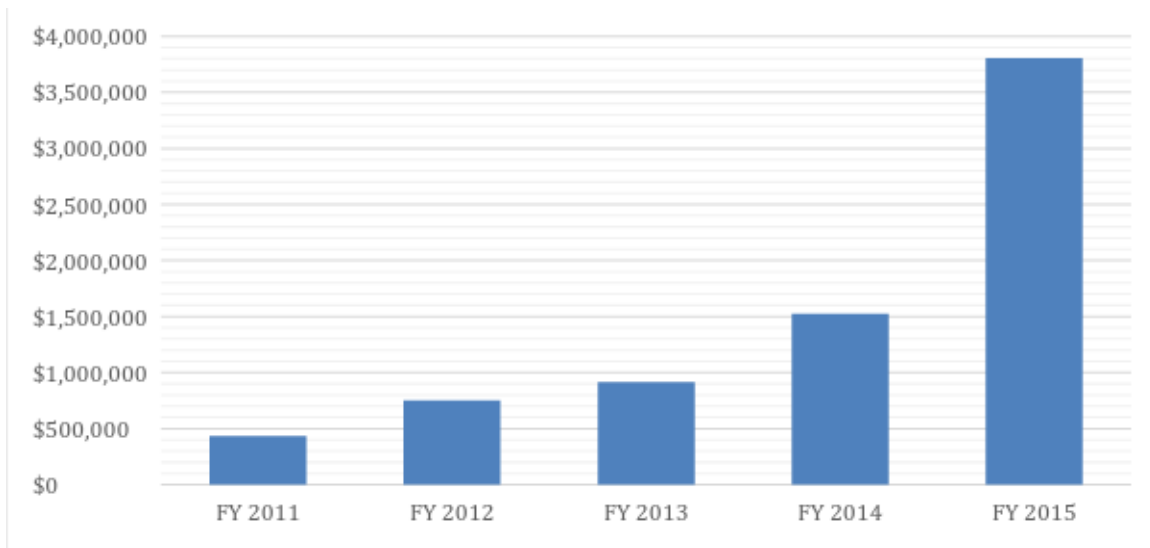
Source: Audited financial statements from Adams, Brown, Beran, & Ball, CHTD (FY 11-15)
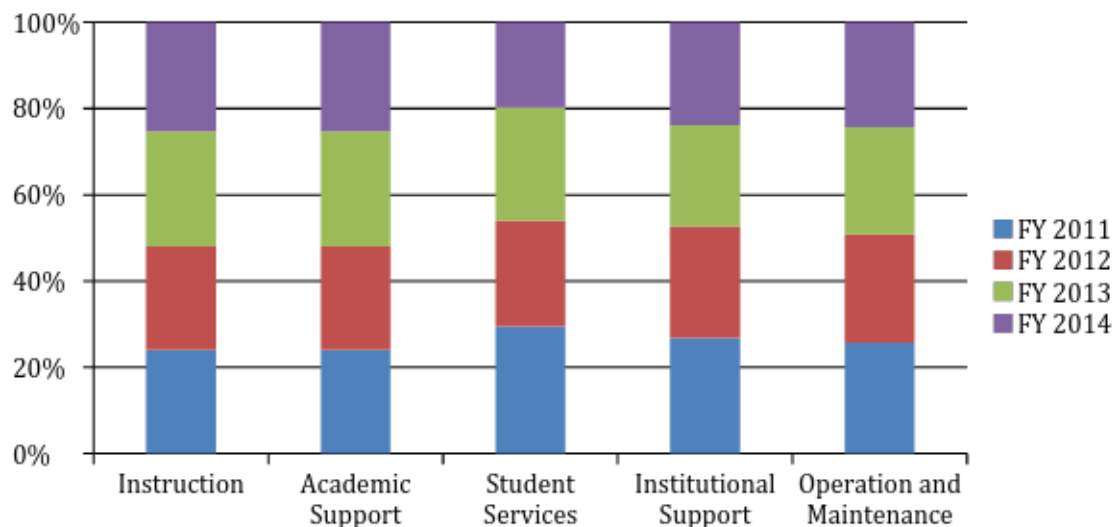
Colby Community College
Audited Revenue by Source
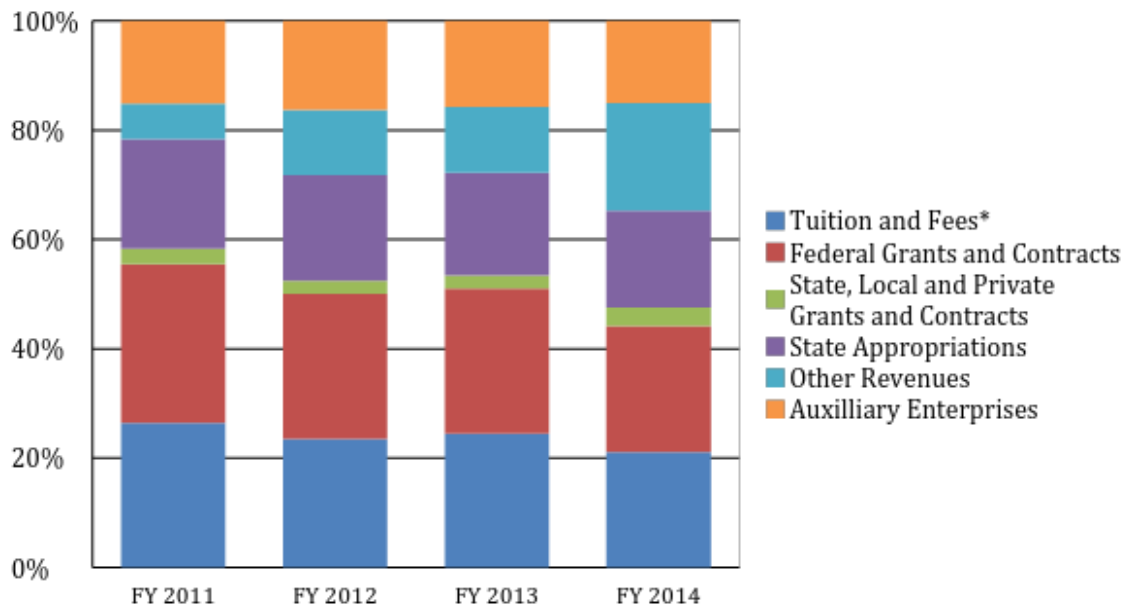
*Tuition and Fees are reported net of scholarship discounts and allowances
Source: The Kansas Board of Regents 2016 Community College Data Book: Independent
Auditors' Report and Financial Statements; Municipal Budgets; KHEDS AY Collection

Colby Community College
Audited Expenses by Functional Category

Source: The Kansas Board of Regents 2016 Community College Data Book: Independent
Auditors' Report and Financial Statements; KHEDS AY Collection

Colby Community College actively pursues grant funding. The institution exceeded its goal by $1.3 million dollars during the time frame of April 2015 through April 2016. Some of these grants span multiple years enabling CCC to have access to fiscal resources for several years. These grants

significantly enhance the quality of programs and enable CCC to keep current equipment and supplies in the classrooms. The institution received the following grant awards since July 2015.

Colby Community College
Grants Received July 2015 - July 2016

Name/Grant Awarder	Amount of Award	Date of Award
Trio Grant-Student Support Services	$1,145,535	July 2015
Tree Replacement-Greater Northwest Kansas Community Foundation	$5,000	July 2015
Adult Education/Federal Grant	$84,945	July 2015
Technology Grant/State Grant	$16,824	July 2015
Adult Education/State Grant	$55,331	July 2015
Perkins Grant Allocation/KBOR	$66,799	July 2015
Perkins RSVP Grant/KBOR	$69,912	July 2015
Kansas Nursing Initiative Grant	$59,975	July 2015
Solar Panel Grant	$3,600	July 2015
Dorm Remodel/Hansen Foundation Grant	$289,000	September 2015
Rural Community College Alliance	$3,000	December 2015
Solar Panel-Greater Northwest Kansas Community Foundation	$5,000	December 2015
Outcomes Metrics Reserve Grants/KBOR	$3,000	January 2016
Perkins RSVP Grant/KBOR	$11,900	April 2016
Perkins RSVP Grant/KBOR	$717	April 2016
Adult Education/Federal Grant	$84,945	July 2016
Adult Education/State Grant	$55,331	July 2016
Technology Grant/State Grant	$16,151	July 2016
Kansas Nursing Initiative Grant/KBOR	$57,576 (anticipated)	July 2016
Perkins Grant Allocation/KBOR	$99,635	July 2016
Facility Maintenance/Seele Foundation	$25,000	July 2016
Grant Totals	**$2,159,176**	**July 2015-July 2016**

Office of Human Resource Management (OHRM)

Human Resources were an area of concern at Colby Community College for a number of years. Due to limited fiscal resources, this area was largely overlooked. As administration changed at Colby Community College, it became apparent the need for a dedicated individual in the area of human resources. In September 2015, the institution created this position, allowing the institution the ability to achieve better record management of employee salaries and documents. Additionally, this aided in the hiring process by creating a more streamlined and responsive environment in which potential employees are contacted and informed of where the institution is in the hiring process.

Professional development and other employee trainings are kept in employee files within the Human Resources department. This professional development includes faculty continuing education and

job-specific training (i.e. financial aid, admissions, student accounts, etc.). Additionally, the Human Resources department ensures the institution is adequately staffed to best serve the students.

Full-time faculty facilitate the majority of all classes at Colby Community College, with a full-time workload defined as 15 credit hours per semester. The minimum pay for instructors is as follows: Master's degree $34,299 and $40,962 Doctorate degree on a nine-month 172-day contract.

Staff and faculty are encouraged to earn higher levels of education; this is evidenced by the established scholarship fund through the Colby Community College Endowment Foundation for employees to advance their respective degrees.

To ensure equal employment opportunities for all current employees, positions are generally posted internally before being posted externally when possible. The institution utilizes the following services to attract talent and diversity to the campus: Nextech Classifieds, Colby Free Press, Smart Recruiters, Kansasteachingjobs.com, Kansas Works, various paid list serves, the College website, radio, and targeted areas for diversity (i.e. Garden City which is ethnically diverse area).

Physical and Technological Infrastructure and Support

In Fiscal Budget 2015-2016 the institution instituted a Capital Outlay account budgeted at $300,000 dedicated to improving the technology and existing infrastructure of the College. The following is a summation of projects undertaken by the College but does not represent all physical and technological improvements made.

Project	Time of Completion	Benefit	Source of Funding
Thomas Hall Roof Replacement	April 2015	Safety/Comfort	Grant
Replacement of Three Fleet Vehicles	June 2015	Necessary for Effective Operation	Institutional Dollars
Resurface Parking Lot	July 2015	Safety/Comfort	City Donation
Completed Kitchen Remodel	July 2015	Aesthetics	Institutional Dollars
North-South Dorm Remodel	Aug. 2015	Student Life	Donated Funds
Replacement of Two Buses	Aug. 2015	Safety/Comfort	Donated Funds
Roof Replacement on Two Dorms	Dec. 2015	Safety/Comfort	Institutional Dollars
Wifi Enabled Campus	Feb. 2016	Student Need	Institutional Dollars/Donation

Project	Time of Completion	Benefit	Source of Funding
Replacement of Three Institutional Servers	Jan. 2016	Necessary for Effective Operation	Institutional Dollars
Baseball Field Renovation	May 2015-Current	Athletic Need	Donated Funds
Ag. & Dorm Lighting	April 2016	Safety/Comfort	Institutional Dollars
Cafeteria Lighting Remodel	June 2016	Safety/Comfort	Institutional Dollars
Living Center East Repainted	June 2016	Aesthetics	Institutional Dollars
Fitlab Renovation	Aug. 2016	Student Life	Donated Funds
North-North Dorm Remodel	Aug. 2016	Student Life	Grant Funds
Student Union Signage Update	May 2016	Student Life	Institutional Dollars

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

Institutional budgeting and budget creation occur with faculty and staff input. These budgets are created by the Business Affairs department. Faculty and staff have the opportunity to request budgetary needs and all parties work towards an agreeable budget number. Often this includes several meetings and budget revisions. This collaborative process ensures each department is equally represented and receives adequate financial support and resources to help the students obtain the best academic experience possible at the institution. The College President submits the recommended budget to BOT for approval. A public hearing is held to gain input from constituency before final approval. The Board of Trustees has final approval to accept the operational budget for CCC. The financial position of the institution continues to progress and improve, as evidenced by analyzing the institution's Composite Financial Index (CFI) from FY 08 through FY 15. Colby Community College's CFI has increased 334% during this period.

Colby Community College Public Composite Financial Index

FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
1.0	2.8	1.7	(-0.5)	2.1	1.20	3.5	4.34
% Gain/Loss*							
0%	180%	70%	-150%	110%	20%	250%	334%

*Percentage increase calculated off FY 08 as baseline year (oldest CFI on record)

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

The mission of Colby Community College is engaging others in learning and service opportunities to positively affect their world. This mission statement encompasses the goals of Colby Community College in terms of helping students achieve their respective educational goals. Despite certain declining revenues, CCC helps students achieve educational milestones at unprecedented rates. These declining revenues are in the form of state appropriations and decreasing population in the northwest Kansas area resulting in lower enrollments. While no other community college in the state of Kansas receives fewer dollars from the state and has students achieve at the level Colby Community College does, CCC continues to remain proactive in planning to ensure goals are appropriate, relevant and realistic.

The goals are realistic and continue to be met. Colby was recognized by [Bank Rate, Inc.](#) as [top ten community college](#) in the nation as of September 24, 2013. In September 2015, Colby Community College was named [number 40 in the top community colleges](#) in the United States, the highest rated in Kansas, by Wallet Hub based on the following metrics of evaluation: cost, classroom experience, educational outcomes, and career outcomes. [The Kansas Training Information Program](#) illustrates that CCC graduates were the [top-earning graduates](#) out of all 25 community and technical colleges in the state of Kansas. This information represents CCC is making the most of its opportunities and resources; while preparing students to be highly productive contributing members of society.

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

Colby Community College is dedicated to the development of staff, faculty, and administration. Every member of the organization has the opportunity to participate in some form of professional development. All faculty members have the essential qualifications to teach or are on a professional development plan to be qualified as required by the Higher Learning Commission. Prior to the changes in HLC Colby Community College had a policy in the [Master Agreement in Section Four](#), "Any instructor or full-time professional employee hired after July 1, 2013, with a bachelor's degree or less will have five years from the date of employment to secure a master's degree or appropriate credential, unless an extension is specifically granted by the Board of Trustees."

All employees are adequately qualified and receive interim training to ensure preparedness to perform job duties. The accompanying training documents and opportunities demonstrated the renewed point of emphasis for this training. CCC strives to hire the most talented and well-rounded individuals to fill position vacancies.

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

Expenses are monitored monthly at the institution. This reflection occurs by reviewing actual expenditures versus budgeted expenditures in every line item. These reports are produced by the Business Affairs Department and shared with the Board of Trustees during the Financial Report at the Trustees monthly meeting. As previously stated, each department receives a tentative budget; then the budget is discussed, and budget requests are compiled and sorted. This process occurs until a final budget for the department is agreed upon by the department manager and the Vice President of Business Affairs. If academically related, the Vice President of Academic Affairs and the Vice President of Student Affairs are also involved in this process.

Colby Community College utilizes Great Plains as the financial tracking system. Within this system, the budget is inputted and tracked. Each department receives monthly budgets that allow for tracking and understanding of their budget and possible budgetary revisions needed. Due to past budgetary issues, multiple Business Affairs practices and procedures underwent revision to increase accountability and accuracy of reporting. These changes include but are not limited to stricter internal controls and direct training from a third party audit firm, Allen, Gibson, and Houlik. These changes were necessary to keep the institution moving in a positive direction.

CORE COMPONENT 5.B.

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

5.B.1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.

The Colby Community College (CCC) Board of Trustees (BOT) is active and involved with the operations of the College as designated through the established board policies. The BOT is updated and informed of information pertaining to the College at least twice a week from the President's office. These updates are provided in the form of e-mails and at least weekly enrollment information. Enrollment information is analyzed on a five-year trend to inform the BOT where the institution currently stands and what data trends are emerging. Enrollment reports also reflect retention rates from the prior years' cohort. During monthly Board of Trustee meetings, the Board Members are provided a financial update regarding the health and wealth of the institution. Additionally, in order to increase the financial literacy of the Board of Trustees, a Financial Committee was created. The Financial Committee consists of two Board of Trustee Members and meet with CCC's Vice President of Business Affairs on a monthly basis. During this time the committee reviews monthly financials and is provided the opportunity to question and understand the financial reports. This is completed in an effort to increase the Board of Trustees fiscal knowledge of the institution. In addition to financial updates in preparation for regular board meetings, report packets are distributed to the members prior to the board meeting and contain additional information, such as updates in academic affairs, athletics, public relations, student affairs, policy updates, accreditation, and staffing.

One Board Member is designated to be the Kansas Association of Community College Trustee Representative. One member is designated as the institution's KACCT Representative. Members are also heavily involved with the national Trustee circuit attending events with the Association of Community College Trustees (ACCT). In October 2015 a Member attended the national conference in San Diego, California. This type of involvement helps educate the Board of Trustees. Members are constantly reviewing the literature regarding policy governance, the role of the Trustees, and Trustee demeanor in public.

Trustees are supportive of the institution as evidenced by the participation in community functions and support of the institution through various donations. The President attends professional development activities to help strengthen the relationship with the Board and ultimately help strengthen the College. This commitment is evident throughout the documentation provided.

5.B.2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.

The engaging culture at Colby Community College relies on transparency and shared governance. Every vested party at the institution is afforded the opportunity to participate in academic and institutional policy development, student engagement, as well as decisions in operations and planning. Through regular correspondence, committees, surveys, and forums, internal constituents are actively engaged in creating the student-centered environment.

Staff

All college employees are granted the opportunity to be engaged in programmatic activities at Colby Community College through several committees: Policy Committee, Academic Council, President's Council, Assessment Committee, Marketing Committee, and Faculty Alliance. The broad range of committees allows for input from all employees regardless of faculty or staff classification. The Administrative Council is represented by the Vice President of Student Affairs, Vice President of Business Affairs, Vice President of Academic Affairs, Director of Public Relations, Human Resource Specialist, Information Technology Director, Athletic Director, Endowment Director, and the President. These representatives provide leadership for their respective areas and represent their employees.

Employees are provided bi-weekly communication to ensure awareness of updates and improvements occurring on campus. Employees are also provided Administrative Council meeting minutes to understand developments and potential issues occurring on campus. Providing updated minutes ensures employees are kept abreast of institutional updates on a regular basis. Presidential Scholars meet with the President monthly to inform all parties of potential opportunities for improvement on campus and to provide updates from the student perspective.

Faculty

Faculty participates in shared governance through representation via the Faculty Alliance. The Faculty Alliance and the Board of Trustees adhere to policies set in the Master Agreement. Annually, Master Agreement policies are negotiated between the Alliance and the Board. Negotiated policies include topics such as faculty alliance rights, employee probation and evaluation, disciplinary procedures, academic and personal freedom, compensation and fringe benefits. The Alliance elects a President to serve as the representative for the Alliance and serves as a primary role during negotiations.

Students

Students have the opportunity to participate in a variety of clubs and organizations: Physical Therapist Assistant Club, Council of Practical Nursing Students, Student Veterinary Technician Association, Colby Community College Farm Bureau Chapter, Criminal Justice Association, Student Government Association, Circle K International, and Alpha Rho Tau. This variety ensures students are fairly represented and further promotes diversity and equitability on campus. Students participate in shared governance. For example, when new policies affecting student affairs are developed, they are also vetted through the Student Government Association where input is welcomed by the administration.

5.B.3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Colby Community College engages in a detailed decision-making process that ensures all parties are abreast of information and have an influence on institutional decisions. When formal policies are created, they are first vetted through a designated Policy Committee. The policy is sent to all employees, then to Faculty Alliance for review and approval. Lastly, the policy is sent to the Board of Trustees for final approval. This procedure ensures everyone is equally represented and provided an opportunity to discuss the policy and suggest revisions. Policies are also sent through the Student Government Association to ensure students are equally represented. Students are frequently polled on various areas to ensure equal representation and quality assurance.

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

5.C.1. Colby Community College allocates its resources in alignment with its mission and priorities.

The Colby Community College Strategic Plan is governed by three strategic themes, which provide the foundation for alignment between the mission and the institutional priorities.

Colby Community College's Strategic Plan directly ties to the mission of the institution and the ultimate goal of helping students obtain desired educational outcomes. The Strategic Plan outlines

the following themes and sub-goals: **Theme I-Student Centered Services**, Goal One-*Advance the College's Academic Program*; Goal Two-*Encourage a culture of student success and persistence*. **Theme II-Growth and Development**, Goal Three-*Broaden the base of productive and educated citizens;* Goal Four-*Build a strong financial foundation and efficient infrastructure;* Goal Five-*Reinforce accountability and enhance the visibility of CCC.* **Theme III-Community***, Goal Six-*Strengthen relationship and contribute to the community.*

The themes and goals identified above are evident in the operations of the institution. Initiatives and goals mentioned above tie directly to the budgeting process and resource allocation. CCC utilizes a bottom-up budgeting process in which each area provides input on the budget. Budget requests are submitted by each department, once compiled, the administrative team reviews the budget requests. Every April the administrative team begins reviewing the budget with the Board of Trustees. The budget is then finalized, published in the paper, a public hearing is held and the BOT approves the budget in August.

5.C.2. Colby Community College links its processes for assessment of student learning, valuation of operations, planning, and budgeting.

Colby Community College links student learning, budgeting, and planning to ensure the institution is meeting the goals established by the mission. Assessment ties directly into the budgeting process, and institutional planning.

Classroom level assessment

Instructors complete classroom level assessment every semester for each course. The assessment data is entered into the assessment database located on the colbycc.edu website. Each instructor has a unique number code, which allows the instructor to access the assessment form. The assessment coordinator preloads the course learning outcomes into the assessment server. Instructors update the course outcomes each fall through the course syllabi, recommended changes are then provided to the assessment coordinator. The instructor completes the assessment form, which includes questions related to the course. One question being, "What tools or materials are needed to improve this outcome?" In this location of the assessment form the instructor enters budgetary improvements, tools, and equipment needed to improve classroom learning. This data is pulled by the assessment coordinator and provided to the Vice President of Academic Affairs. The VPAA then meets with the administrative team to prioritize budget items for improving classroom learning. Departments also submit a budget request form every spring, which may include these items as well.

Program level assessment

Colby Community College completes program level assessment every fall. Each program director writes program level outcomes and the assessment coordinator pulls the data from the assessment server. During the assessment of the program, instructors make necessary changes and budget requests; the Vice President of Academic Affairs reviews this information.

Institutional level assessment

Colby Community College also assesses the institution as a whole. This occurs in a variety of ways. The Director of Institutional Effectiveness surveys graduating students. The survey is completed each spring and graduating have several opportunities to complete this survey. This survey was started in the spring of 2014 and is submitted in reports to the Board of Trustees annually. The Administrative Council makes specific changes with institutional planning as a direct result of these surveys. An example of change driven from the surveys is food services. Qualitative data from the Fall 2014 Freshman Survey showed that students were highly unsatisfied with the CCC food service. As a result, in July 2015 CCC entered into a new contract for food services. Colby completed a request for proposals and accepted bids for a new food service contractor. Consolidated Management was selected as the new food service provider to help improve dining services. As part of this change, in July 2015 CCC remodeled the cafeteria to help improve the campus dining services. CCC also utilizes the Community College Survey Student Engagement (CCSSE) to survey the student body campus-wide. The Administrative Council and BOT reviews these results. In 2011 Colby Community College switched to CCSSE to improve data collection of student feedback. Every spring the BOT hosts a dinner with selected students. Each area of campus has representation by a student at this dinner. The BOT conducts a qualitative interview with a selected sophomore students. This allows the BOT to access valuable information about the students' experiences while at CCC.

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

Colby Community College utilizes the Strategic Plan as the guiding component of the planning process. The College involves the Board of Trustees, administration, faculty and staff. The Strategic Plan drives the mission. The following flowchart demonstrates how the planning process includes all stakeholders at CCC.
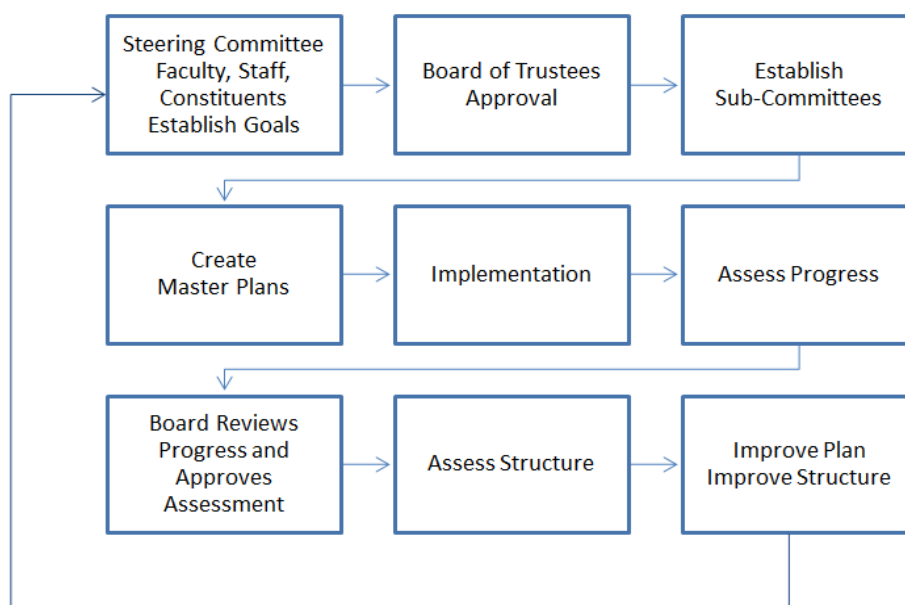
5.C.4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.

Colby Community College plans on the basis of a sound understanding of its current capacity. CCC plans anticipate the possible impact of fluctuations in CCC's sources of revenue, such as enrollment, the economy, and state support.

CCC continues to face difficult financial situations. During the budgeting process, CCC reviews five-year cash flow projections. These projections are built conservatively and utilize enrollment projections. During the budgeting process, CCC conservatively forecast revenues and incorporates BOT goals for increasing net cash for the upcoming fiscal year. The College is taking a focused approach to improving the financial reserves. In July 2015 the College implemented a financial reserve unencumbered fund balance policy focused on aggressively building those reserves.

Reserve Unencumbered Fund Balance (Cash Reserves)

The objective of the reserve policy is to provide adequate resources for cash flow and contingency purposes while maintaining reasonable tax rates. To protect the financial stability and integrity of the College and to provide sufficient liquidity required for daily operations, the Board of Trustees shall include in each annual operating budget a reserved unencumbered fund balance in the unrestricted general funds of 3% of projected revenue for each fiscal budget year, subject to annual adjustment limitations. To achieve the goal of $3,500,000.00, the Board will recommend the transfer of 3% of projected revenue per month. If the minimum reserve fund balance at the end of any fiscal year is less than $1,000,000.00, the president will recommend the Board transfer, at a minimum, amounts necessary to increase the fund balance to $1,000,000.00 or $300,000.00, whichever is less. If the shortfall is more than the $300,000.00, the president shall notify the board which may, subject to fiscal limitations, authorize the transfer of additional amounts it deems prudent to increase the fund balance to $1,000,000.00.

Future state funding is a major concern, and Colby Community College is planning for continued reductions in the future. For example, for FY 2016 the College budgeted for another significant decrease in state funding; therefore, CCC took a conservative approach to budgeting for FY 2016. This budgeting allowed CCC to be proactive and increase reserves during a time of severe cuts. The College continues to seek revenue to replace the loss from state funding. CCC has benefited from increase in local appropriations, but also increased tuition rates and student housing rates. CCC also continues to decrease spending, since January 2015 Colby Community College absorbed multiple positions to reduce operational expenses.

Colby Community College
County and Local Appropriations
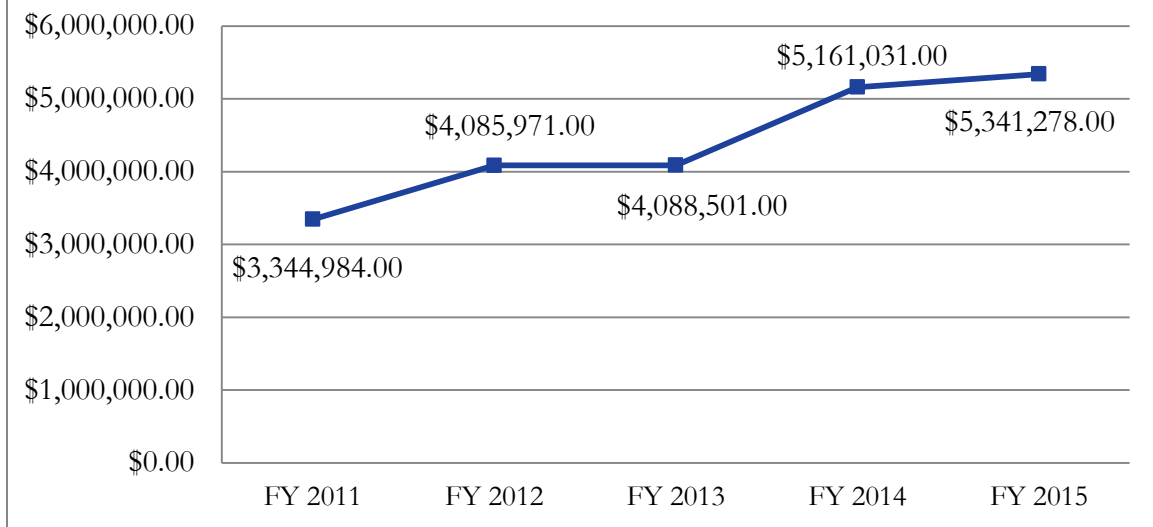
Credit Hour Tuition Rates	Academic Year						% Change AY 11-16
	2011	2012	2013	2014	2015	2016	
Thomas County	$52	$57	$57	$60	$65	$65	25.0%
In-State	$52	$57	$57	$60	$65	$70	34.6%
Out of State	$97	$109	$109	$114	$119	$124	27.8%
International	$122	$134	$134	$140	$145	$150	23.0%

5.C.5. Colby Community College planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Colby Community College focuses on trends and emerging factors in a variety of ways. All technical programs meet twice a year with advisory councils comprised of industry leaders to ensure faculty is focusing on the most current issues needed to prepare CCC students for the future.

The technology committee disbanded in the fall of 2013 due to change of leadership. Responsibilities of the committee were assigned to the Information Technology Department. The committee was reinstated in spring 2016 by the current leadership team. The technology committee will review all technology requests and prioritize these items. The Vice President of Academic Affairs and the Vice President of Business Affairs will provide monetary allocation information to the committee. The Director of Assessment will also serve on the committee to help close the loop between assessment and classroom tools.

Online development and enrollment, outreach, integration of advanced technologies, technology improvements, expanded recruiting intra-nationally and internationally, LMS transition from Pearson's eCollege to Canvas, and transparency of information across campus and the community

have been accomplished to improve globalization of Colby Community College. Enrollment updates including online, eduKan, and face-to-face enrollment trends going back five years are sent to every employee each Friday by the Director of Institutional Effectiveness.

*Note: For demographic shifts, last year admissions collected data from all 105 counties in Kansas regarding high school enrollment trends and expectations. The College has a map of Kansas counties of which are expected to grow in population regarding high school enrollment and those of which are expected to decrease. Admissions incorporates this data when planning recruiting and travel.

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

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

Colby Community College performance is shared weekly in the dissemination of enrollment reports provided to all college employees and the Board of Trustees. These enrollment reports also track student retention. The Board of Trustees receives at least two updates every week from President to ensure they are informed of events and activities on campus. Colby Community College does an exceptional job in helping students be successful. In 2010 Colby retained 60% of its students, which tied the institution for first place in the state of Kansas for community colleges. In the following years: 2011, 57%, ranked eighth; 2012, 57%, ranked fifth; 2013, 61%, ranking fourth out of all community colleges in the state of Kansas, in 2014 Colby Community College retained 50% of its student population (these were the most current numbers available).

Colby Community College, in 2010, ranked number one in graduation rates at 50%. In subsequent years, the institution ranked the following: 2011, 51%, ranking first in the state; 2012, 48%, ranking second; 2013, 55%, ranking second in community college graduate rates. The Chronicles of Higher Education recognized Colby Community College as an institution performing in the 2013 top ten community colleges for graduation rates in the nation. In 2014 the institution had a 29% graduation rate, placing CCC sixth in the state. Although the institution did not develop these metrics, they are vitally important and serve as a testament to the success of CCC students.

The College created an institutional student success dashboard. This dashboard measures performance and provides a performance indicator to see if the institution is on pace or needs to make revisions to reach the institutional goals. Additionally, a matrix was created to tie out the institutions performance to the goals listed in the Strategic Plan. These initiatives ensure the institution is documenting and reviewing overall performance. CCC engages in a programmatic review to ensure quality and consistency among the programs.

**Kansas Board of Regents
Student Success Index - Colby Community College**
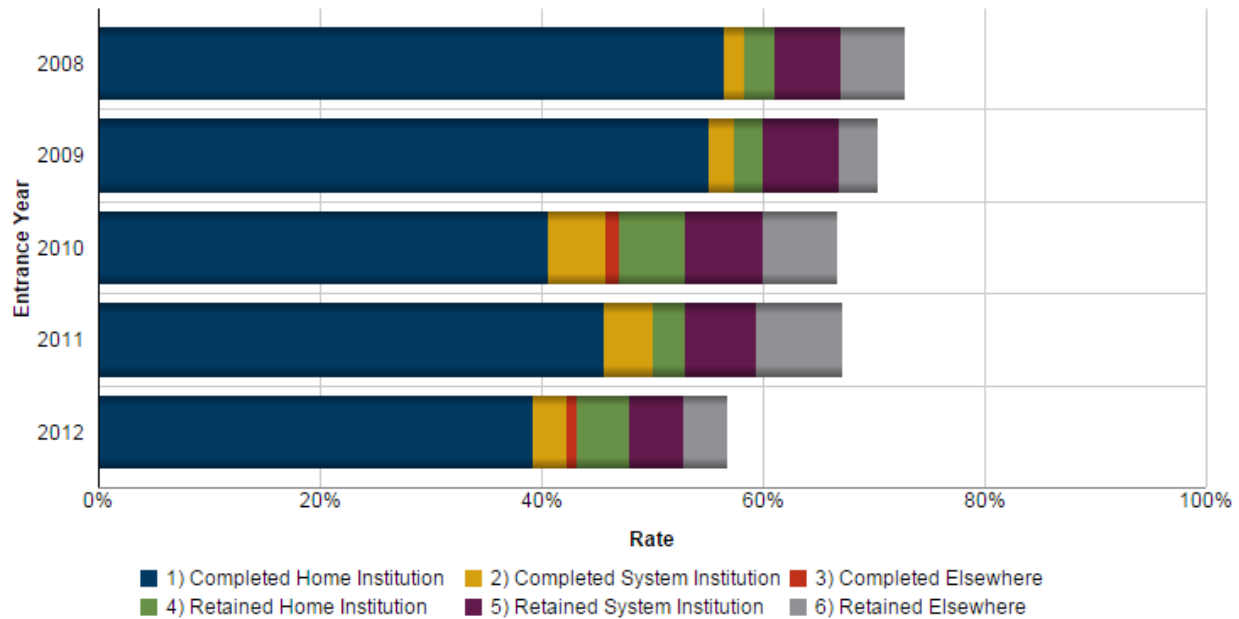
Source: KHEDS Academic Year Collection and National Student Clearinghouse

Colby Community College students perform among the highest in the state according to the Student Success Index. The Student Success Index is the ultimate measuring tool when illustrating student achievement. This tool incorporates how successful students are at the home institution, at another system institution, and at an institution outside of Kansas. On average, Colby Community College students complete at the home institution at a rate almost two times less than that of the average community college in Kansas. The following charts illustrate and are a testament to the strength of the education Colby Community College graduates receive.
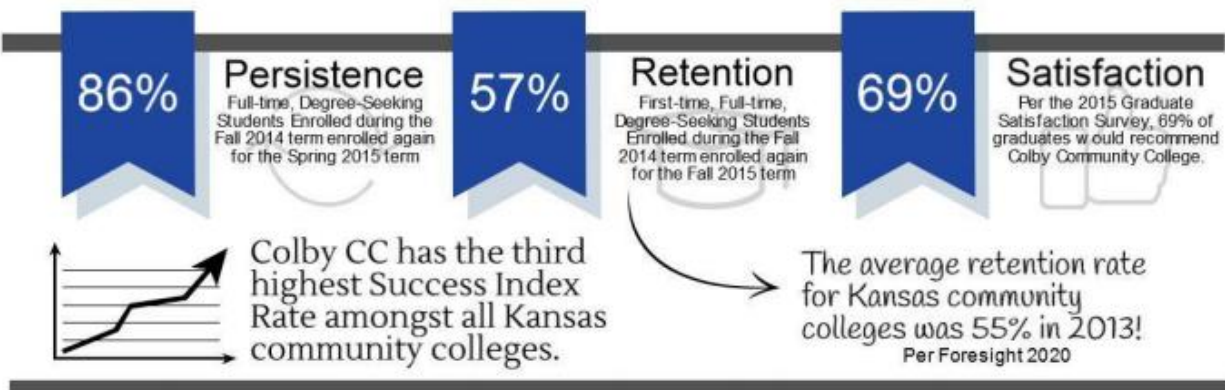

**Kansas Board of Regents
Student Success Index - All Community Colleges**
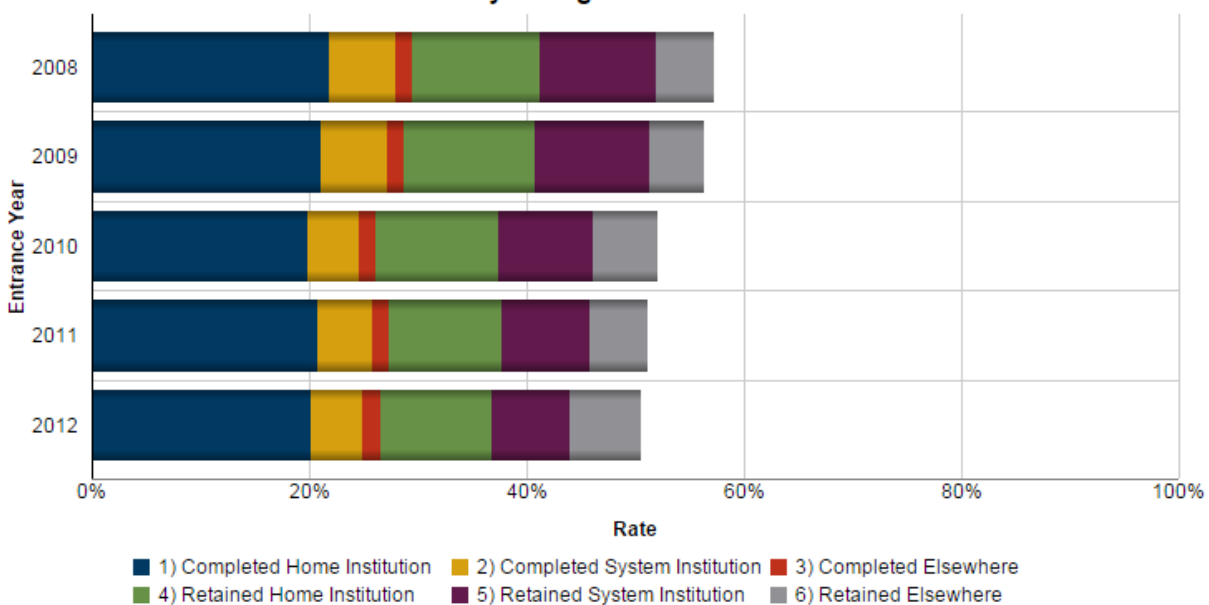
Source: KHEDS Academic Year Collection and National Student Clearinghouse

The institution created a satisfaction survey for first-year freshmen. These results are analyzed and used to improve the campus and various functions within the campus. The institution strives to continue to improve its operations based on empirical evidence collected from students. The below documentation illustrates the institution's commitment to improving the collegiate experience for the students.

SUCCESS INDICATORS

86% **Persistence** Full-time, Degree-Seeking Students Enrolled during the Fall 2014 term enrolled again for the Spring 2015 term

57% **Retention** First-time, Full-time, Degree-Seeking Students Enrolled during the Fall 2014 term enrolled again for the Fall 2015 term

69% **Satisfaction** Per the 2015 Graduate Satisfaction Survey, 69% of graduates would recommend Colby Community College.

Colby CC has the third highest Success Index Rate amongst all Kansas community colleges.

The average retention rate for Kansas community colleges was 55% in 2013! Per Foresight 2020

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

Colby Community College utilizes several forms of data and constituent feedback to improve the institution. The main sources of feedback include students, staff, faculty, the community, industry, Board of Trustees, administration, and advisory committees. The data is analyzed in a variety of formats that include: program reviews, student evaluations, graduate satisfaction surveys, 360-administrator evaluations, data from the state, and various other sources.

All programs credential attainment and certification pass rates are reflected upon and analyzed. Since the last site visit, the following accreditation visits occurred: CAPTE (Physical Therapy), ACEN and KSBN (Nursing), and AVMA (Veterinarian Technician program). The institution made revisions and improvements within programs as a result of these visits and feedback provided. Each program is currently re-accredited by the individual programmatic agencies (ACEN received continuing accreditation for "Good Cause"). Additionally, to improve the institution the College incorporated an Institutional Effectiveness Director position. This individual specializes in data analysis and helps guide the institution by using statistical data to improve the positive impact on the students.

Colby Community College has undergone a complete global assessment including evaluating departments, programs, and profit/loss statements to ensure program feasibility. Every semester the institution collects classroom assessments from instructors allowing the administration to identify areas in need of resource allocation (i.e. new technology, classroom functionality, etc.). This process ensures the students at Colby Community College are receiving an education to meet their respective needs.

REQUEST FOR REAFFIRMATION OF ACCREDITATION AND REMOVAL OF PROBATION

In June 2015, the Higher Learning Commission (HLC) placed Colby Community College on probationary status (June 2015-June 2017). The sanction occurred as a result of the September 2014 site visit. Colby Community College underwent numerous changes as a result of this sanction. These changes were necessary to better serve CCC students.

Colby Community College completed the following mandated steps as a result of the probationary sanction:

- A comprehensive assurance filing, due no later August 9, 2016. The assurance filing served as evidence to resolve the HLC Board of Trustees of any concerns they might have had.
- Hosting a comprehensive visit no later than November 2016 (the actual site visit is scheduled for October 3-5, 2016). This was done in an effort to address the concerns brought forth by the High Learning Commission Board and to continue to strengthen existing areas of success.

Because of the severity and potential issues the loss of accreditation poses for CCC students and Colby Community College, all involved parties were committed to improving the College and addressing areas of concern. The College is committed to continuous improvement, and this commitment is demonstrated in every area of student achievement and daily operations.

Colby Community College provided documented evidence of which demonstrate improvement and success. Success is evidenced in areas such as financial, operational, and overall academic experience for CCC students. Specific evidence includes individual programmatic reaccreditation, a successful Department of Education audit, an increase in financial reserves, and assessment in nearly all programs and courses.

These individual acts only represent a small sample of the College's accomplishments. The Assurance Filing Report and site visit should address the areas of concern and extinguish these areas of non-compliance. CCC successfully addressed all areas of non-compliance, and requests the probationary sanction be removed by the Higher Learning Commission Board of Trustees. Colby Community College is grateful for the chance to correct deficiencies and for the opportunity to better serve the CCC students and community.

FEDERAL COMPLIANCE FILING REPORT

The Federal Compliance Filing report is provided here.

Appendices are accessible here.

Colby Community College filed the Federal Compliance Report in conjunction with the Assurance Filing.

APPENDICES

Academic Council Meeting Minutes

ACCT Leadership Conference

ACEN Accredited Nursing Programs

Administrative Council Minutes

Admissions Viewbook Back Page 2015

Adult Education Memorandum of Understanding

Advisor Reassignment Request Form

Advisor Student Load as of December 2015

Advisory Council Minutes

Annual Data Collection KBOR 2014-2015 Summary

Annual Data Collection KBOR Reports

Art Walk News Release - 1

Art Walk News Release 2015 - 2

Articulation Agreement List

Articulation Agreements

Assessment in Student Affairs

Audit Report for FY 2014 and 2015

Bankrate Top Ten Community College

Basketball Program 2016

Board of Trustee Meeting December 14, 2015

Board of Trustee Meeting January 18, 2016

Board of Trustee Meeting July 28, 2015

Board of Trustee Meeting May 21, 2012

Board of Trustees Meeting Minutes

Board Proctoring Policy

Board Self-Evaluation

Budget Analysis Agriculture Science

Budget Report Examples

Budget Request Example

Budgeted Needs FY 17-20

Business Management and Administration Advisory Countil Meeting May 2016

CCC Economic Impact Study 2012

College Catalog 2015-2016

Committees Served 2012-2013

Community College Survey of Student Engagement Executive Summaries

Community Event CAC

Community Event Fishing Derby Flyer

Composite Financial Index FY 08-FY 15

Concurrent Instructors Agreement

Core Learning Outcomes Meeting Minutes

Corrective Action Letter June 30, 2015

Credential Evaluation Summary

Dental Hygiene Clinical Code of Ethics

Dental Hygiene Program Assessment

Diversity Committee Minutes and Publications

Diversity Week Flyer 2016

Dr. Max Pickerell Lecture Series Nancy Wadsworth Flyer 2016

Employee Community Involvement List

Employee Community Involvement Survey 2016

Employee Professional Development Garvey Fund Application

Enrollment Management Plans

Enrollment Updates

Faculty Evaluation Procedure

Faculty Guidelines 2016

Faculty Length of Service

Faculty Length of Service with Hire Date

Faculty Presentation Example

Faculty Professional Development

Faculty Publication - Chris Price

Faculty Qualification Based on Testing

Fall 2016 Course Schedule

Farm Rules with Horse Supplement

Final Operating Budget 2015-2016

Financial Packet Monthly Example

Five Year Cash Flow

Foresight 2020 Graduation Rates 2015

Foresight 2020 Retention Indicator 2015

Freshman Survey Results Fall 2014

Freshmen Survey Results Fall 2015

Funds and Resources

General Ed Requirements with Diversity Components

General Education 4-Year Data

General Education Assessment Matrices

General Education Institutional Student Outcome 5-Year Report

Graduate Satisfaction Survey Spring 2016

Graduate Satisfaction Surveys

Graduates at a Glance 2015

Grandin, Temple Flyer 2015

Grant Award Letters

Institutional Awarded Scholarships 2015-2016

Institutional Gaps 2016

Instruction Evaluation Fall 2015 Follow-up

IPEDS Data Feedback Report 2015

IPEDS Data Feedback Reports

Job Posting Examples

KAACCT Agenda September, 2015

Kansas Community College Data Books

Kansas Department of Commerce Memorandum of Understanding

Kansas Training Information Program (K-TIP) 2014 Report

KBOR Collaboration

KBOR Policy Manual

KBOR Removal of Corrective Action

KBOR Transfer Feedback Reports

Leadership and Success Indicators Flyer

Master Agreement 2015-2016

Max Pickerill Lecture Series

Meeting Minutes Example

Midterm Workshop Flyer

Mission Present on E-mail Signatures

Mission Present on Website

Mission, Vision, Purpose Statements in Catalog

Needs Assessment for Nursing Program 2010

NIRA Animal Welfare

NISOD Newsletter Example

Outcomes for All Courses 2014-2015

Policy Manual 2016

Policy Manual 2016-2017

Presidential Scholar Meeting September 23, 2015

Presidential Scholars Service Project

President's Academy Meeting Agenda

Professional Development Goals 2014-2015

Professional Development Music 2015

Program Accreditation

Program Level Assessment 2014-2015 GenEd

Program Level Assessment Reports

Program Review for Criminal Justice 2013-2014

Program Review for Education 2012-2013

Program Review for Mathematics 2014-2015

Program Review for Music 2012-2013

Program Review for Written and Oral Communications 2013-2014

Program Review Meeting Minutes

Program Review Reports

Program Review Reports

Program Review Timeline

PTA Student Handbook

Public College Presentations

Qualified Faculty Determination

Qualified Faculty Form

Recap of Assessment Activity

Reduced Tuition in Catalog
Rental of Facilities Policy
Reserve Unencumbered Fund Balance
Residence Hall Handbook 2016-2017
Resource Requests by Semester
Resource Requests by Semester 2010-2015
Retired Senior Volunteer Program in Catalog
Sexual Harassment Student, Faculty and Staff Training Presentations
Spring 2016 Athletic Teams
State Budget
State Budget Forms 2015
Strategic Plan 2012-2017
Strategic Plan Assessment Grid 2016
Student Handbook 2015
Student Success Index
Student Success Measures April 2016
Student Support Services (SSS) Grant
Student Support Services Midterm Slump Workshop Flyer
Student Support Services Program Services Flyer
Student Survey for Dining Services Fall 2015
Syllabus Template
Syllabus Template with Mission Statement
Syllabus Update May 2015
Title IV Program Participation Agreement Approval Letter
Trio SSS Grant Award Notification 2016
Tutor Training
Unencumbered Cash Report
USDA AWA Certificate
Valuation for Colby CC 2016 Budget Year
Vet Tech Program Brochure 2016
Vet Tech Program IACUC Protocol for Filing Animal Use inquiry 2015
Veterinary Technology Program Review
VTP P&P 9.04 and 9.05
Weekly Enrollment September 28, 2015
Wireless Internet in Residence Halls