

Colby Community College Self-Study Plan

Prepared for the Higher Learning Commission 2012

“You’re an Essential Piece”

4 May 2012

Dr. Andrew Lootens-White
Vice-President for Accreditation Relations
Higher Learning Commission
Of the North Central Association
30 North LaSalle Street, Suite 2400
Chicago, IL 60602-2504

Dear Dr. Lootens-White:

Please find enclosed a copy of the Self-Study Plan which will be used by Colby Community College for self-evaluation and reflection as we prepare for the 2014 site visit from the Higher Learning Commission. CCC will be exploring and accounting for the many changes and continuing improvements which have occurred at our college since our previous visit in 2004.

Obviously a great deal of time and resources will be utilized to fully investigate and authenticate the state of the college, so this plan is a blueprint for how we propose to proceed but it is in no way exhaustive. Our steering committee does believe, however, that this plan reflects the particular culture of Colby Community College and will best allow us to proceed through this self-study process.

After you have had an opportunity for review, please share any concerns or areas in need of improvement as we want to produce not simply a quality report but a quality evaluation which will help us become the institution that our faculty, staff, students and community expect. We look forward to working with you in the coming months as we systematically address the elements of the Self-Study Plan. Thanks in advance for your support.

Sincerely,



Steve Vacik
Stephen M. Vacik, Ed.D.
President

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A Brief Look at Colby Community College

Location

Colby Community College is a two-year, open-access community college in Colby, in the northwest corner of Kansas.

Located on the High Plains that rise slowly to the Rocky Mountains roughly 250 miles to the west, Colby sits in the midst of some of the most productive farmland in Kansas. Agriculture is the key industry in the 14-county service area. Various smaller industries and businesses, farm-related and otherwise, also exist with new ones continuing to appear. In 2010, the U.S. Census Bureau placed 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 which is 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 had a 9.7% population increase from 2000-2010.

Background

Though the idea of a college in northwest Kansas had hovered like a mirage since the 1930s, it took three more decades to start to materialize. When the *Eurich Report* was made to the Kansas Board of Regents in 1962, featuring the “open door” policy to ensure equal educational opportunity, followed by the 1965 Kansas Community College Act which helped community (“junior”) colleges statewide start the planning by allocating state money, the assets were in place to make Colby Community College slowly begin to materialize on the prairie. Even before the boost that the important Act provided, Thomas County voters had approved the establishment of a two-year college by the striking margin of nearly nine to one, and 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 the Colby Junior High School building. However, by the next year, the new college became a community college in every sense as its activities expanded throughout the downtown area. Classes met in the Colby Community Building, City Hall, and the grand ballroom of the Cooper Hotel. Office space was leased in the Connelly Building while the closed Pyramid Restaurant was leased and outfitted to serve as both a student union and a library, and an empty three-story building near Colby’s largest park was refurbished and furnished as a living center.

After extensive consideration of eight competing sites, construction of the Colby Community College campus began on a ninth site known as the Davis land. This land was originally given to the Union Pacific Railroad by the United States Government as part of a long, checkerboard-patterned strip of intermittent property sections—a type of gift then routinely given to enable and encourage the future construction of planned rail lines (though, in this case, the tracks ultimately stopped short of the property in question in nearby Oakley). In the 1880s, the railroad sold the land to Gammaliel Williams, a homesteader and part-time preacher from near Kirksville, Missouri. He left it to his daughter, who by

marriage had become Mary Joan (Williams) Davis. She made it part of the Davis estate, where it became farmland used mostly to grow wheat. When Kenneth Davis died, making Beatrice Davis his executor, she first put the land into a life estate. But she later kindly said, “Yes” to a request to give the land to the college, authorizing the “friendly condemnation” as a means of doing so. That was in 1965, and on the strength of a million-dollar bond issue passed by a three-to-one margin, construction began on the land the same year. As a result of all this and much before, during, and since the times mentioned that are unstated here, Colby Community College now stands where wheat once grew.

Colby Community College at a Glance

Information presented came from the 2010 IPEDS report.

- 28 is the average age;
- 63.2% are female;
- 49% are full-time, 51% are part-time;
- 41% are in college-transfer programs; 42% are in two-year career programs; 17% pursue personal-improvement/special-interest goals or take classes for undisclosed reasons.

Institutional 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 both the Kansas State Board of Regents and the Higher Learning Commission and is a member of the North Central Association. In addition, many of the special programs are accredited by respective professional associations. The Physical Therapist Assistant (PTA) program is accredited by the Commission of Accreditation in Physical Therapy Education. Nursing is accredited by 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 program in Dental Hygiene is accredited by the Commission in Dental Accreditation. The Institutional Actions Council of the Higher Learning Commission voted to extend our 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 President, appointed by the six-member Board of Trustees, serves at the pleasure of the Board. The President is assisted by the Vice President of Student Affairs, Vice President of Business Affairs and the Dean of Academic Affairs. Four divisional chairs and 11 vocational directors head the instructional/vocational programs.

COLBY COMMUNITY COLLEGE

1255 South Range Avenue

Colby, KS 67701

785-462-3984

Dr. Stephen Vacik, President

STATEMENT OF AFFILIATION STATUS

Status:	Accredited (1972-)
Highest degree awarded:	Associate
Most recent action:	July 3, 2008
Stipulations on affiliation status:	None
New degree sites:	Prior Commission approval required
Progress reports required:	None
Monitoring reports required:	None
Contingency reports required:	None
Other visits required:	None
Last comprehensive evaluation:	2004-2005
Next comprehensive evaluation:	2014-2015

STATEMENT OF INSTITUTIONAL SCOPE AND ACTIVITIES

Legal status:	Public institution
Number of degree programs:	Associates (64)
Degree sites with full services:	Home campus
Other degree sites:	None
Course sites:	Outreach courses offered at 23 additional locations in northwest Kansas
Other program features:	Dental Hygiene program, affiliated with Northcentral Technical College of Wausau, Wisconsin

The 2004 NCA Visit

Progress Regarding Assurance and Advancement

At the conclusion of an evaluation visit, the Higher Learning Commission team expresses concerns, as well as advice and suggestions. The concerns from the 2004 NCA visit must be addressed in the Self-Study Plan. The advice and suggestions from that visit have also been given careful consideration. A summary of the actions that have been taken in direct response to these suggestions appears in this document.

Colby Community College was last evaluated in 2004. The Evaluation Team expressed the following concerns:

Administrative Council Responses to questions are written in italics.

Assurance Section

Criterion Two – The institution demonstrates that it has effectively organized the human, financial and physical resources necessary to accomplish its purposes. (Page 9)

2. Evidence that demonstrates the criterion needs institutional attention
 - a. The College has not developed an organized approach to recruitment of nontraditional aged students, limiting the revenue available from tuition, fees, and state funding.

In July 2010 Colby Community College formed an Enrollment Management Committee including academic division chairs, vice presidents, admissions, outreach, technology, financial aid, registrar, retention, and scholarships. The committee has met monthly since July 2010 to ensure follow through. The committee began meeting weekly in March 2012 to update and revise the plan. The plan includes an organized and creative approach to recruitment and retention of nontraditional-aged students.

- b. Although a staff person has been identified to oversee human resources, the position has not been formalized with a job description or a budget.

After evaluating workloads and the budget, it was determined to be more cost effective to consolidate this position. Human Resources now falls within the job description of the President's Administrative Assistant. A budget has been assigned to Human Resources.

- c. The College lacks an institutional research officer, creating an unnecessary burden on the registrar to fulfill many institutional research duties. Without IR staffing, it is currently impossible for the college to collect, manage, and analyze data necessary for data-based decision making, budgeting, and planning; assess institutional effectiveness and some aspects of student learning; conduct sophisticated program review; and develop information necessary for grant proposals.

An institutional research officer was assigned in 2006. That person was separated from the institution in summer 2011. Since that time, the college has been continuing efforts to collect, disseminate, and employ data through assistance from IT, Student Services and Instruction. CCC

is presently in the process of searching for an experienced Institutional Research officer who will be responsible for an overall college plan for research and effectiveness.

- d. A random review of adjunct faculty teaching in the outreach program revealed that several lack appropriate academic credentials in the discipline.

Prior to an adjunct instructor teaching for Colby Community College, the Director of Outreach reviews each transcript to verify that the potential instructor meets the Kansas Board of Regents' (KBOR) requirements. After completing the Colby Community College Qualification of Instructor form, the Dean of Academic Affairs reviews the form and either authorizes or denies the instructor to teach for the college.

- e. To conserve human resources and increase efficiency of the board and the administration, the team recommends a reduction of Board meetings from twice a month to once, following the model of other Kansas community colleges.

As a result of the 2004 site visit, the Board of Trustees began meeting once a month. That practice continues to the present day.

- f. The team recommends that the college allocate resources to address remaining ADA compliance issues and deferred maintenance which may affect insurability of facilities.

Following the 2004 HLC Visit, the college addressed ADA issues and made necessary corrections to bring the college into ADA compliance. After an extensive facility review in 2010, the college initiated a 4.5 million dollar energy savings performance contract with Honeywell, Inc. In addition to targeting energy saving construction and installation, the college was able to address many deferred maintenance issues such as roof repair and equipment replacement.

In 2004 the college hired a compliance team to examine ADA on campus. Resources were allocated and the campus is compliant with ADA. The plan with updates is available in the Vice President of Student Affairs Office.

- g. The 45-passenger college owned bus used to transport students has a well-documented history of unreliability and its replacement should be planned.

In 2005, the college purchased a 1999 Provost 49-passenger bus as a replacement vehicle. This has greatly diminished logistical problems with break-downs and repairs.

- h. The in-door smoking area in Thomas Hall is a highly visible student and visitor traffic area through which students travel to access the inner campus communication folders, and the team recommends the area be designated as a non-smoking area.

The college banned smoking in the Thomas Hall breezeway shortly after the 2004 visit. All buildings are smoke-free and the goal is to have a tobacco-free campus in the near future.

- i. The college should direct the development of its long range facilities planning to include capital expenditures that directly support programs having the potential for enrollment growth (for example a livestock arena may be an example of an investment in a program that could attract students from outside the current declining primary market area).

With the demand for health care professionals under-served in northwest Kansas, CCC began expanding its allied health programs farther east in 2011 by establishing a satellite campus at WaKeeney, Kansas. This facility is within 30 miles of Hays, Kansas, enabling the college to draw from a larger pool of potential students. Ten practical nursing students are trained at this location. In addition to allied health, the WaKeeney campus offers general education classes. In 2011, a practical nursing program for 10 additional students was also added at Goodland, Kansas. This program offers an associate's degree in nursing along with a practical nursing track. In 2012, Colby expanded the nursing program to a newly-remodeled facility in Norton, Kansas. With expanded daytime hours and evening classes, CCC offers both practical nursing and associate degree nursing programs.

CCC also expanded its adult basic education classes (ABE) by initiating courses at the Norton Correctional Facility. Classes are offered to inmates for proper résumé preparation and interview techniques. This program began in 2010.

In 2009, CCC expanded its technology field by pursuing renewable energy avenues. This began with the selection of CCC to participate in the nationwide Wind for Schools program. Through this program and partnering with area high schools, the college acquired a 2.5kW turbine which is installed at the college farm. In 2010, CCC partnered with a local utility and Kansas State University to submit a successful proposal to the National Renewable Energy Lab (NREL) in Colorado. This enabled CCC to be one of four test site certification locations for small wind turbines across the country. In 2011, CCC installed a 50kW wind turbine and a 50kW Solar PV system on campus. The Wind for Schools program, High Plains Small Wind Test Site, and the campus renewable energy installations enable CCC to offer alternative energy training for students with the proper hands-on equipment experience.

- j. The team believes the lack of office assistance in the Computer Services causes inefficient use of the time and talent of the professional and technical staff.

The campus receptionist is now taking calls for the IT staff. She also takes care of the automated Help Desk to assist the IT staff.

- k. The team recommends that alternative food service be considered for those students who remain on campus for holiday weekends and those who have to miss the limited service hours because of class attendance or college activities.

Chartwells Food Service extended open hours to accommodate students involved in activities. During school breaks coaches are responsible for ensuring student-athletes' needs are met. Community members and restaurants volunteer to feed students during holiday weekends. International students are connected with host families through our International Student Organization. Residence Coordinators ensure that a list of students who are remaining in the residence halls during holiday breaks are given to the appropriate authorities so students are in good care.

- l. The shortage of redundant network servers coupled with aging office computers is a technology weakness that needs planned solutions.

The campus computers were updated approximately four years ago. Many of the computers have been replaced a second time in compliance with the three-year rotation plan. The network equipment and servers were also replaced around the same time frame. Plans are to begin upgrading the servers and network equipment within the next year.

Criterion Three- The institution is accomplishing its educational and other purposes. (Page 11)

3. Evidence that demonstrates the criterion requires institutional attention and Commission follow-up
While the college has made an excellent beginning with a plan to assess student learning, the plan has not been in operation long enough to determine if it will produce adequate information or result in course and program changes to improve teaching and learning.

The Student Learning Outcomes/Assessment activities have expanded since 2007. This is documented with Assessment Committee meeting minutes. The committee meets monthly from August to May each year to evaluate internal processes, provide training and updates during Faculty In-Services, and to promote professional development with training such as the Magna Online Webinars and to share requirements from the Higher Learning Commission. Faculty has continued to write rubrics and monitor learning outcomes.

In 2010, the college contracted with Dr. Brian Inbody, President of Neosho Community College at Chanute, Kansas, as an assessment consultant. As a result, the college designed and implemented an electronic assessment collection system that all faculty use to record their student learning outcomes by course. The system is modeled after the Neosho Community College system which has proven to be very successful. With training and support, CCC faculty started using the electronic assessment system in fall 2010. With the current system, each instructor writes 4 to 16 student learning outcomes that are recorded for each course and section. Target means are also required data. At the end of each semester, faculty has calendar days designated as assessment work days to be used for collecting, analyzing and entering data into the assessment collection system. Each course must maintain the current student learning outcomes for a minimum of one year to provide accurate measuring and analysis.

The data collected for course outcomes provides the information necessary to support and analyze program outcomes. All programs are required to provide a Program Assessment Matrix. This is used to measure student learning progress within a program and to ensure that student outcomes are being met. Pre-professional programs are being assessed at the course level and some at the program level. CCC has created a General Education matrix to link General Education courses to the institutional student outcomes. The matrix is reviewed and updated annually based on any significant changes in general education offerings.

Adequate information is now available with three years of collected data to analyze any necessary classroom/program changes to improve teaching and learning. A three-year assessment course review will occur in fall 2012. Faculty will be required to review course outcomes, identify adjustments needed to improve student learning by the instructor or in the classroom setting such as with technology needs, or to share techniques that provided excellence in student learning. In fall 2012 departmental budgets will be directly linked to budgetary considerations.

Criterion Four – The institution can continue to accomplish its purposes and strengthen its educational effectiveness. (Page 12)

3. Evidence that demonstrates the criterion requires institutional attention and Commission follow-up
The college has not demonstrated the development and deployment of an effective and aligned planning process. The team did not discover departmental plans, institutional operational plans, or an overall guiding strategic plan. Existing documents confuse tasks with measurable objectives and goals. Where objectives exist they are most often process objectives rather than outcome objectives. Without systematic planning, the college may not be able to successfully respond to the major revenue and enrollment challenges.

Following the report in November 2005, the college began working on a strategic plan for the institution. A consultant, Robin Lehman, was hired to assist in this process and a plan was completed prior to the monitoring visit in 2008. Upon the hiring of new administrators in 2011, a committee led by CFO Alan Waites and comprised of a cross-section of faculty and staff has been created to rework/create an updated strategic plan which will be more directly tied to budgeting and personnel. This plan was completed May 2012. In addition, the college has developed and utilizes an enrollment management plan. The college is also working on departmental plans.

A campus and district technology plan must be an integral part of the overall college planning strategies. Currently the information technology system is operating with minimum personnel, equipment, and budget. The dependency of certain programs and courses on computer access makes redundancy of equipment a necessity for teaching and learning. Planned outsourcing of critical services may become important to stretch the limited staff.

The college is currently working to update the Technology Plan. The current plan has a three-year rotation on campus computers. Servers and network equipment have a rotation of five years. The college continues to look for innovative ideas to enhance the technology.

Criterion Five – The institution demonstrates integrity in its practices and relationships. (Page 13)

2. Evidence that demonstrates the criterion needs institutional attention

- a. Some employees have no written policies covering their due process rights.

Policies and Procedures Manual is on the web site. Master Agreement is on the web site.

- b. Evaluation of employees is unevenly administered across the campus and should become a formal and regular practice.

The college is using the same evaluation form for all staff. Evaluations are an annual event practiced by all supervisors. The faculty evaluation form administered by the Dean of Academic Affairs is approved by faculty through negotiations. Faculty evaluation forms are part of the negotiated Master Agreement. Administrative evaluations have been created and are disseminated in the spring for completion by the faculty and staff using Survey Monkey. The results for the president are shared with college personnel during fall in-service. The results for other administrators will be reviewed by them and the president, to determine areas of weakness in need of improvement.

Advancement Section

Good planning and institutional research need to be strengthened to provide the entire campus with a sense of common direction and purpose.

Financial (Page 3)

1. Recommend at least 10% unencumbered cash to next year's budget be a target for a reserve fund. Colleges seek a cash reserve of two to three months.

As of the end of fiscal year 2007-08, CCC had an unencumbered balance of over \$2.2M. In recent years, because of funding cuts, declining enrollment and escalating costs and expenditures, this unencumbered balance fell to \$224,378 by the end of fiscal year 2010-11. To begin the process of rebuilding resources, the new administration significantly pared back the budget for 2011-12 by approximately \$1M. This included the reduction of faculty and staff positions, and the receipt of increased tax support from the local county. In addition, the president is currently engaged in fundraising efforts from private citizens to attempt to bolster the cash reserves.

2. Seek alternative revenue sources to offset reductions in current revenue streams in order to keep the cost of the college programs affordable.

The college in recent years has solicited and received external funding through Title III, Adult Basic Education, the U.S.D.A., the National Science Foundation (NSF), and the Hansen Foundation. In 2011-2012, U.S.D.A. monies allowed the college to hire two veterinarians and two veterinary technicians to begin a stand-alone, on-line program, the NSF grant provided nearly \$100K for research equipment for the Beef Production Program, and the Hansen Foundation provided over \$100K which was used for scholarships, nursing equipment, and as discretionary funding for the president (who used much of his \$36K for upgrading the chemistry lab on campus).

3. Work closely with Endowment – how can they assist the college? Technology, equipment, and professional development for staff are all areas where college foundations have assisted at higher education institutions.

The CCC Foundation Association is a separate entity from the college. Based on its 501(c)3 status and charter, it was organized in 1964-- the first such foundation for a two-year college in Kansas. The current Foundation Director, Nick Wells, has an office on campus—he is not a direct employee of CCC, however. The administrative assistant position for the Foundation has been paid utilizing CCC funds. In spring 2011, Mr. Wells was elected to a four-year term as a member of the CCC Board of Trustees. At the July 2011 meeting, the college trustees appointed Mr. Wells to be the college board representative to the Foundation. The Foundation supplies funds for scholarships and recently received a gift of \$500K+ designated for professional development for faculty. The Foundation is also scheduled to buy equipment/furniture for the Norton Nursing Program and has assisted during AY 2011-12 in purchasing equipment for the chemistry lab. In recent years there has been a strained relationship between the Foundation and the college administration. The current president has been regularly attending Foundation monthly board meetings and working to improve the lines of communication between the two, however.

Grant Writing (Page 4)

1. Consider membership to CRD (Council for Resource Development) – provides training for the college staff responsible for writing grants

To enhance the Director's grant writing skills and knowledge, the college joined the Council for Resource Development (CRD) in spring 2012. The director is able to explore grant opportunities through the networking and skill development provided from the council.

The Director of Federal Grants has served in this capacity for three years. During this time, the Director has written non-competitive grants for Carl Perkins IV grant, served as the Title III Project Director, and written small grants funded by a local foundation.

2. Explore grant opportunities

Grant funding has been pursued for the college. Grants awarded include:

- *Title III (U.S. Dept. of Higher Education)*
- *USDA Grant (Dr. J. Martin)*
- *National Science Foundation (Dr. M. Ward)*
- *Carl Perkins*
- *State of Kansas Nursing Grant (R. Wolfram)*
- *Adult Basic Education (N. Munderloh)*
- *TRIO (M. Kane)*
- *Retired Senior Volunteer Program (L. Withington)*
- *Kansas Works, Workforce ONE Green Energy (B. Kaaz)*

Grants not awarded: Two grants submitted to U.S. Department of Health and Human Services (HRSA) for nursing, and one HRSA grant submitted for Dental Hygiene.

3. Tie strategic planning efforts with grant development

Exploring grant possibilities is tied to the Strategic Plan.

Mission

1. College President could hold Town Hall Meetings (Page 5)

A town hall-type meeting was held with the community during the tenure of Dr. Kreider. He also visited the superintendents, principals, and athletic directors in the 14-county service area every other year. Dr. Kreider held meetings with the Kiwanis, Chambers of Commerce, and area groups during his years at CCC.

Dr. Stephen Vacik has begun meeting with area superintendents. He speaks at area service clubs and will host a community meeting on May 22.

2. Campus comes across arrogant to community.

During the past six or seven years the presidents have encouraged staff and faculty to become involved in community activities, attend community events, and volunteer for service projects. Faculty and staff actively support CCC athletic events and the lecture series. CCC athletic teams continue to have an active role in helping with community service projects (Santa City, trash

pick-up, youth events, etc.) The Public Information Director supplies local newspaper with news events from CCC. For several years the local newspaper provided CCC with an entire page of news once each week. Dr. Kreider sent out a "Kreider's Korner" newsletter to a large group of people in the 14-county area. Dr. Vacik sends out a weekly news update and writes a semi-regular column for the newspaper on issues affecting the college and education in general. In addition, Dr. Vacik has taken an active role in working with the Colby Kiwanis Club and the city/county officials including the Chamber of Commerce. The Dean of External Affairs has scheduled and conducted an annual Fishing Derby, Boy Scout PowWow, Girl Scout Jamboree, "Weapons for Women" class, motorcycle and gun safety classes.

Physical & Human Resources (Page 5)

1. Maintenance staff – is there enough to keep functionality, appearance, etc. current?

Dean of External Affairs has determined it is more efficient to hire contract workers for custodial work. Quality applicants for custodial/maintenance pool have been sparse, making hires for these positions challenging.

2. IT secretary – free IT administrators from routine paperwork – consider to maximize availability of technical expertise

Campus receptionist handles the IT Help Desk, takes calls about computer issues and places work orders, does routine paperwork for IT personnel.

Strategic & Operational Planning (Page 6)

1. Suggested professional development in these areas

A diverse group of Colby Community College faculty and staff members developed a five-year Strategic Plan in late 2005 which established three goals. The importance of strategic planning and follow through was presented during faculty and staff in-service meetings. Other professional development opportunities via webinars were available to employees and consultants were hired to assist with assessment activities.

2. Include Director of Computer Center & Technical Support Engineer in strategic & operational planning

A Technology Committee was formed with broad-based representation from campus including the Information Technology Director.

3. Have proactive technology plan – tie to institutional strategic goals

A Technology Plan was developed and a technology fee to meet the projected needs was established by the Board of Trustees. The Technology Committee reviews and prioritizes all technology improvement requests.

4. Once institutional goals are in place, various campus groups should work out what they must do within the coming year to move toward those goals. This creates an operational plan.

An operational plan was created in 2006. Action steps were created and many of them have been completed in accordance with the timeline. The objectives were also tied to the operational

budget. However, because of the institution's financial situation, the budgeted amounts were not available for all objectives. The awarding of a Title III Grant to CCC in the amount of \$1.96 million did provide funding for a number of items listed in the operational plan.

5. Make someone responsible for monitoring progress and adjusting the annual operational plan

Although many of the objectives have been completed or partially accomplished, funding has been a challenge. Administrators were assigned to monitor progress and make the necessary adjustments. Because CCC has experienced a total turnover in administrative positions (Vice President of Student Affairs, Vice President of Business Affairs, Dean of Academics, and President (including an interim), the formalized assessment of the plan is not complete. However, Dr. Vacik and his team have made the Strategic Plan, Operational Plan and assessment of the plans a priority. Committees have been assigned and have met on a regular basis. The Strategic Plan and all other plans will be directly tied to the budget. Under Dr. Vacik's leadership, the college community has a much better understanding of the process and an appreciation for the importance of follow through and assessment activities. It is clear that planning and assessment are the top priority for the institution.

6. Include marketing, recruitment, academic program development, library development, technology, facilities, and Foundation growth (should have advertising plan also)

The Enrollment Management Plan includes marketing and recruitment. The Dean of Academic Affairs and President have expanded the program offerings and enhanced several existing programs.

7. Are we succeeding? Assessment, enrollment growth, use of library, CLC, employee & student satisfaction, allocation of money to support instruction, etc.

Data is being collected on a regular basis to ascertain the success of the college and the Strategic Plan. The revised plan will consider the data and all future decisions will be tied to the results and the budget. It is a priority of the current administration and the Board of Trustees to complete an updated Strategic and Operational Plan that will be data-driven with timelines that are met and assessed regularly.

Team believes that an institutional research officer is essential to the success of both planning and measurement of overall institutional effectiveness. (Page 8)

See earlier comments – College is committed to a continuing a robust IE/IR program and is currently searching for a new dean to head the area.

Critical for Board of Trustees to begin development of a succession plan (Page 8)

During the 2004 site visit there was reason to believe that there would be a turnover among the administrative team before the next site visit. That did occur. Since the last site visit CCC has had two interim presidents, two presidents, three Academic Affairs' officers, a new Vice President of Student Affairs, and a new Vice President of Business Affairs. The former position of Dean of Continuing Education became an outreach coordinator position. The Board of Trustees did not develop a succession plan. The college administrative team in place made decisions under the direction of the president in office at that time.

Need effective enrollment plan – plan to improve retention (Page 10)

Retention has been improved by hiring a Retention and Academic Advising Coordinator. This new position has allowed processes to be put in place to identify at-risk students, coordinate academic advising, and improve the first year seminar.

Assessment (Page 11)

1. The team encountered several disciplines at the college where no concerted effort has been made to identify outcomes other than those that are essentially objectives from existing course outlines. The team determined that the college needs to make a major effort in the area of outcomes assessment in the next three years.

All faculties are required to provide student learning course outcomes with target means. Training has been provided to faculty on how to write a rubric and to create measureable student learning outcomes. With the computerized data base, it is now easier to track courses and outcomes by faculty and, to be more accountable. A review of three years of assessment data is planned for fall 2012.

2. Team found no evidence that there is an annual reporting system of any kind to disseminate the faculty's outcomes assessment findings.

The Assessment Data is available electronically and reports are created as needed. Program matrix reviews require the faculty to analyze their assessment data on a yearly basis. Depending on the course, this review may be consecutive from semester to semester or by semester taught (fall semester over two years).

3. Best assessment plan for a college and the guiding principle must be to assess what is actually being taught.

After reviewing several assessment collection systems, it was decided to model the CCC computerized database system used by Neosho County Community College in Chanute, Kansas. This has proven to be an effective collection system for the college. The college has provided and continues to provide training on assessment methodology to include a diverse array of operational and behavioral objectives which demonstrates student learning. CCC adheres to the guiding principle of assessing what is taught to the students. The focus of assessment is on student learning first and foremost. The computerized database provides the means to gather meaningful evidence about student learning outcomes. With this information, CCC is able to improve course instruction and classroom technology. The mission statement of the college is embedded in the learning outcomes. Assessment at CCC is designed to be meaningful and sustainable.

4. Are students on the assessment committee?

Students have been invited to participate on the Assessment Committee but because of changing course schedules from semester to semester, conflicts with athletics, student scholarship related activities and work schedules, attendance has been limited. It has been difficult to maintain continuity with one student for one year.

Transfer Education (Page 15)

1. College should attempt to define what a transfer student is by enrollment behavior not just self-declaration

Enrollment management committee has defined transfer students and a method to identify transfer students in effort to improve services for them.

2. Teachers at CCC should be encouraged and rewarded for conducting and reporting classroom research for assessment

Faculty who are leaders on campus in assessment are recognized during assessment meetings for work well done. These faculty members have been asked to share their assessment activities during assessment in-service. It has taken several years, but the majority of faculty realizes the importance of assessment and learning outcomes.

3. It has been helpful at other colleges to have a faculty person lead the assessment movement with a key administrator. Faculty member can work directly with departments and individuals to enhance student learning

The college has had a faculty member lead the assessment since the 2004 visit. Owing to budgetary constraints in the fall of 2011, a staff member who had previously served on the committee representing outreach was asked to lead the committee. A faculty member from each division is on the committee. The staff member organizes the meetings and the data collection but different faculty members on the committee assume leadership roles as needed.

4. Consider incorporating a reward system for faculty who excel in outcomes assessment or have an annual celebration – outcomes assessment of the year is recognized

All faculty meet at least the minimum of two times each year for assessment activities. The college realizes it still needs to do more to reward faculty and to celebrate achievements.

Goals of the Institutional Self-Study

The institutional Self-Study provides an effective way to evaluate the overall significance of Colby Community College. The process includes a comprehensive study of all programs and services and will identify the college's strengths, weaknesses, and opportunities for the future.

The Colby Community College Steering Committee has set forth the following goals for the College's first Self-Study to be undertaken with the guidance of The Higher Learning Commission in the 21st century:

Goal 1

Obtain continued accreditation from the Higher Learning Commission.

Goal 2

Pursue Open Pathway for continued accreditation.

Goal 3

Present evidence for the 2014 site visit utilizing an electronic resource room.

Goal 4

Use data to gauge the institutional effectiveness and guide our decision-making processes.

Goal 5

Achieve campus-wide ownership.

Putting the Pieces Together

Theme - “You’re an Essential Piece”

When the self-study coordinators were brainstorming theme ideas, they wanted it to be motivational and fun. Upon announcing the theme to the Steering Committee, there was instant buy-in. The hope is for that to spread campus-wide acceptance when the theme is announced at the fall 2012 in-service. Awards will be presented when our committees start meeting. The Most Valuable Piece (MVP) will be given to one person from each committee who goes above and beyond expectations. By handing out bookmarks in the library, giving stickers that say “Are you Puzzled?” and t-shirts with our logo and slogan, it will increase student awareness. Brochures will also be available. A geocaching hunt where students will use their smart phones to find pieces of the puzzle will be a fun activity to keep the momentum. The theme will also give us an opportunity to include the community. Postcards will be sent to all the businesses in Thomas County with a puzzle piece and the phrase, “You Fit” or “Are you Puzzled?” The postcards will provide information regarding the HLC process at Colby Community College, direct them to our Web site, encourage third-party comments, and increase community awareness in general. There will be articles about the HLC process in the local newspaper every other month to keep people informed. Using the theme, catchy puzzle-related quotes, and pictures of puzzle pieces, we hope people will instantly think HLC at CCC when they see a puzzle piece.

Committee Structure

The self-study coordinators made a conscious effort while choosing the Steering Committee to include people who were experienced with accreditation, either in their respective areas and/or with CCC’s previous accreditation. They chose respected leaders at CCC who would focus on what was best for the institution. The Steering Committee includes at least one staff member and one faculty member for each Criterion. This was done to ensure a level of stability in case of turn-over and for good attendance during workdays. If one Steering Committee member is unavailable for meetings or workdays, there will be another member from the same Criterion available. Once the Steering Committee members were selected, they were asked to rank the Criterion in preference order. The Steering Committee was assigned to its respective Criterion based on these rankings. When choosing the sub-committee structure, the coordinators were deliberately random. Selection was made by reviewing the college employee directory and assigning a number, 1 through 5, and that number determined the Criterion to which each employee would be assigned. The coordinators also assigned an administrator, board member, several respected community members, and an Editor to each Criterion based on perceived strengths. Student members will be chosen closer to the visit date.

Budget

2012-2013		
Conference	\$ 6,500.00	4 people
Dues	\$ 2,500.00	
	\$ 75.00	per location
Norton	\$ 1,500.00	
Bookmarks		Internally
Postcards	TBD	
Stickers	\$ 250.00	300 Stickers
Steering Committee Luncheon	\$ 300.00	18 people
Fun Activities	\$ 250.00	
	\$ 11,375.00	
2013-2014		
Conference	\$ 6,500.00	4 people
Dues	\$ 2,500.00	
	\$ 75.00	per location
T-Shirts	\$ 2,500.00	Print HLC T-Shirts for students
Consulting	\$ 250.00	
Steering Committee Luncheon	\$ 300.00	18 people
Fun Activities	\$ 250.00	
	\$ 12,375.00	
2014-2015		
Dues	\$ 2,500.00	
	\$ 75.00	per location
Visit	\$ 5,400.00	Continued Accreditation (Based on 2011-2012 Dues & Fees Schedule)
	\$ 5,000.00	Travel - Flights & Rental Car
	\$ 750.00	Lodging (typically send 3 & stay for 3 days)
	\$ 100.00	Welcome Bags
	\$ 100.00	Hospitality
	\$ 250.00	Meals for Team Members
	\$ 250.00	Off Campus Meeting Room
	\$ 100.00	Meals during the visit for groups that meet with the team
Consulting	\$ 250.00	
	\$ 14,775.00	

Work Days

Beginning in fall 2012, Colby Community College will be transitioning to a four-day class schedule. All regular classes will be held Monday through Thursday. Fridays will still be work days for faculty and staff. The coordinators and Steering Committee plan to use at least one Friday every other month as “HLC work days” for the Self-Study. The work days will be from 8:30 am-12:00 pm. Each employee will be expected to attend. The Steering Committee will meet the week prior to the scheduled “HLC work day” to determine progress. As the year progresses, the frequency of the “HLC work days” may be adjusted based on need.

Campus Communication

Colby Community College is in the process of creating an “electronic file cabinet” of information available on its network for employees to access. This “electronic file cabinet” will contain committee meeting minutes, policies and procedures, etc. The coordinators have requested that an HLC folder be created to store important documents for the self-study, i.e., meeting minutes, criterion forms, requests for information, etc. This is a step in meeting the self-study goal of having an electronic resource room. A consistent naming convention will be established. It was also important to the coordinators to be responsible stewards of the earth by not printing numerous copies of information during the writing of the self-study.

Challenges

The Self-Study Coordinators have identified a few challenges. Based on the previous site visit, which was then followed by two focus visits, we are concerned with the progress regarding assessment and strategic planning. The other area of concern is finances. With several changes in administration, we feel that although assessment, strategic planning, and our finances in general are valid challenges, we are confident that time is on our side. The college has two years until the site visit which gives the institution time to remedy the situation or put a plan in place for improvement.

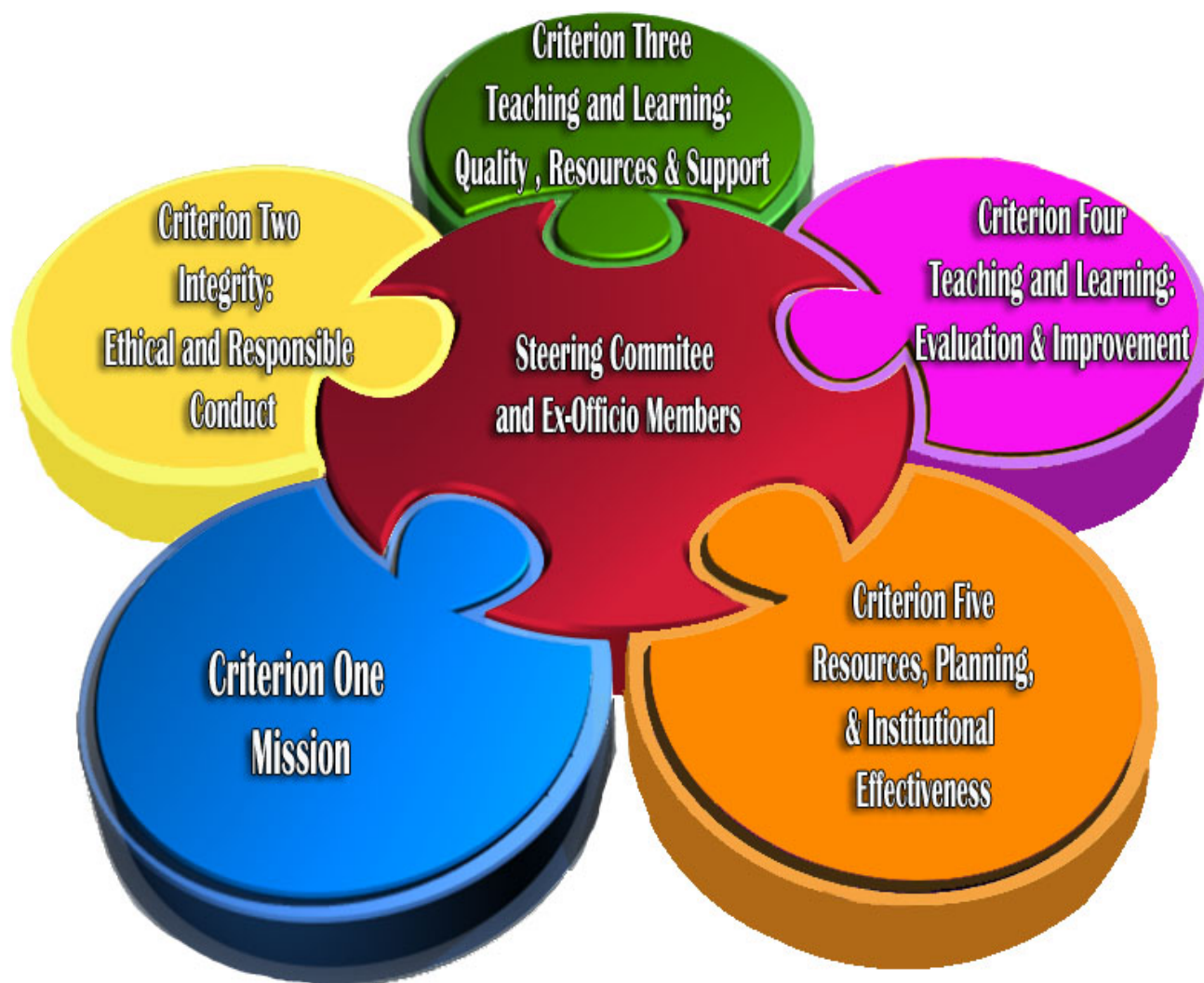
Momentum

While attending the HLC Annual Conference in Chicago the coordinators heard many times how important it is to maintain momentum while doing the self-study. In an effort to maintain momentum, the coordinators plan to publish a calendar of meeting times, incorporate fun team building activities such as geocaching, pot lucks and MVP awards. We will have a constant “Essential Piece” visual presence on campus and in the community with t-shirts, stickers, bookmarks and brochures, postcards, and an HLC Self-Study Web site.

Visit

In preparation for the site visit, consulting will be done by collaborating with area institutions. The site visit is anticipated to be in September, 2014. There will be an addition of a Hospitality Committee to take care of snacks, meals, welcome bags, etc. There will also be a Student Ambassador Committee. It will be led by two staff members in the Admissions Department. They will schedule and organize student leaders to take the team members to various locations on campus. Although we plan to have an Electronic Resource Room, the Resource Room Committee will organize the supplies needed in both the on-campus Resource Room and the Resource Room at the hotel.

**Colby Community College
Higher Learning Commission
Self-Study Organizational Chart**



The Self-Study Committees

Self-Study Coordinators

In fall 2011, Dr. Stephen Vacik, the President of Colby Community College, selected Linda Nelson and Crystal Pounds to share the responsibilities of Self-Study Coordinator. The Self-Study Coordinators are responsible for the overall direction and execution of the self-study and for the preparation of the Self-Study Report.

Linda Nelson	Transfer & Articulation Specialist
Crystal Pounds	CIS Instructor/Webmaster

Linda Nelson- Transfer and Articulation Specialist with the Federal Trio Grant-Student Support Services for the past nine years. Prior to that, she served as administrative assistant to the Buildings and Grounds Supervisor.

Linda has taught a Student Success Seminar course for seven years and various courses both on-campus and at outreach locations. She has also served on committees including Assessment, Strategic Planning, Enrollment Management, and Technology Committee. She is a member of the CCC Faculty Alliance and KNEA.

Being involved in the previous Self-Study, helped to prepare Linda for her current role as co-coordinator for the 2014 Higher Learning Commission Self-Study.

Crystal Pounds- Computer Information Systems (CIS) Instructor since 2006 and Webmaster since 2011.

Crystal is currently the co-advisor for Phi Beta Lambda, a national business leadership organization for business majors. She serves as an academic advisor and coordinates the marketing efforts for the Computer Specialist program. She has also served on committees including Technology, Strategic Planning, Communication, Violence Prevention, Recruitment Plan, and Non-Traditional Occupations (NTO).

Serving as a co-coordinator for the Higher Learning Commission Self-Study has given Crystal more insight concerning the importance of accreditation. It has also enhanced her understanding of the responsibilities of colleagues. She accepts the challenge of this leadership role and looks forward to the opportunity to learn more about the institution.

Steering Committee

Jacque Bedore	Bookstore Manager
Pat Erickson	PTA Director/Instructor
Brette Hankin	Registrar
Diana Holladay	Reading Instructor
Sean Lydon	Assistant Baseball Coach
Jennifer Martin	Vet Tech Program Director
Shanda Mattix	Equine Program Director/Equestrian Coach
Ray Nolan	Physical Ed Instructor/Campus Life Coordinator
Tara Schroer	Library Director
Bob Selby, Ex Officio	Business Instructor
Dr. Stephen Vacik, Ex Officio	President
Todd Voss	Speech Instructor
Joyce Washburn, Ex Officio	Dean of Academic Affairs
Brooks Wederski	Information Technology Director
Diane Williams	Business Instructor/PBL Advisor
Ruth Wolfram	Nursing Program Director

Jacque Bedore- Manager of the Campus Bookstore for 12 years. She was previously employed by CCC for three years as administrative assistant to the academic dean and three years as assistant bookstore manager. Her career experience has primarily been in retail management. She owned and operated two separate retail establishments in Colby for more than 10 years. This experience confirmed to her the importance of the learning experience that Colby Community College offers. Her studies at CCC prepared her for her later career path. Having worked in retail, both inside and outside the college setting, has enabled her to better understand the importance of working with local entities. She believes it is important to portray a positive image, garner support and growth from outside sources, and help Colby Community College improve and prosper academically and economically.

Pat Erickson- Director of Physical Therapist Assistant (PTA) Program since 1989. Dr. Erickson has served as Division Chair for Health and Applied Sciences and Physical Education, instructor for Anatomy and Physiology, and instructor clinical coordinator and director of the PTA program during her tenure at Colby Community College. She has been active in many areas of campus life including advisory boards for Allied Health programs, Faculty Alliance officer, academic faculty search committees, past HLC chapter committee, and speaker for other programs on physical therapy related topics. Dr. Erickson brings experience writing accreditation reports for the PTA program as well as serving on accreditation teams for PTA education for 13 years. Being on the steering committee is an opportunity for her to continue her interest in education at Colby Community College.

Brette Hankin- Registrar for two years. Committees served on include Enrollment Management and Academic Council. Serving on the Steering Committee will provide greater knowledge of the accreditation process and the role of the Registrar's Office.

Diana Holladay- Developmental Reading and Outreach instructor for one year. Her previous teaching experience for 18 years in K-12 education and participating in K-12 accreditation provides valuable input.

Sean Lydon -Assistant baseball coach in his second year. Sean teaches physical education classes and will be a student success teacher in fall 2012. Sean serves on two committees on campus, the Violence Prevention Team and the Behavior Care Team. Being on the HLC steering committee has informed him about what it takes to build a successful institution.

Jennifer Martin-Director of the Veterinary Technology Program since August 2005. Dr. Martin currently serves as Institutional Official of the Colby Community College Institutional Animal Care and Use Committee, Chair of the Kansas Veterinary Medical Association Advisory Committee on Paraprofessional Programs, Northwest Kansas Alternate District Trustee of the Kansas Veterinary Medical Association, Chair of the Veterinary Technology Division of the Enrollment Academic Action Plan Committee, and member of the Colby Community College Technology Committee.

Dr. Martin also serves as an Item Writer for the Veterinary Technician National Examination. Her book review of the textbook, *Case Studies in Veterinary Technology* was recently published in the *Journal of the American Veterinary Medical Association*. Dr. Martin is a member of the American Veterinary Medical Association, the Kansas Veterinary Medical Association, the Association of Veterinary Technician Educators, and the Academy of Veterinary Consultants. Dr. Martin has written several grants including the United States Department of Agriculture National Institute of Food and Agriculture grant which awarded \$960,000 to Colby Community College for the purpose of developing the college's new Distance Learning Veterinary Technology Program.

Dr. Martin brings to the Higher Learning Commission Steering Committee her experience with American Veterinary Medical Association accreditation report writing and site visits.

Shanda Mattix- Horse Program Director for three years. Shanda is also the CCC Equestrian Team Coach and advisor for the Collegiate Farm Bureau and Block & Bridle chapters. Shanda serves on the Assessment Committee, Strategic Planning Committee and as a Faculty Coordinator for Title IX. She will bring a fresh perspective to the steering committee with an array of experiences.

Ray Nolan- Physical Education Department Coordinator and Campus Life Coordinator for one year. Ray teaches in the Health and PE department and does the scheduling for the majority of on-campus fitness and health programs. As coordinator of Campus Life, he coordinates activities and oversees work study positions. He also creates Co-Curricular transcripts. Ray completed his first year at CCC after leaving to further his education in 2008. He previously taught Health and PE from 2001-2008 at CCC, taught American History from 2005- 2008, and was an assistant baseball coach at CCC from 1999-2005. In addition to serving on the steering committee for HLC, Ray also serves on the Enrollment Management Committee. He brings an understanding of the accreditation process from the ground level because he worked on the previous campaign for accreditation as a low-level functionary. In addition, as a former coach at CCC, he brings insight from three campus areas including athletics, academics, and student services.

Tara Schroer- Library Director of H.F. Davis Memorial Library for four years. Prior to being a librarian, Tara was a computer technologist for a school district in southwest Kansas. Her knowledge of computers is a valuable asset in the library. Some of her duties include program acquisitions, maintaining and allocating the yearly budget for the library, working with faculty and staff on campus to provide tools for students, working with faculty members and guests, instructing them on how to evaluate Web sites and

information on Web sites when gathering research, supervising the usage of online materials and databases and other duties within the library and learning center. Tara serves on the Strategic Planning committee. Having worked in the K-12 setting for eight years prior to moving to the collegiate arena, Tara brings some previous knowledge of the accreditation process.

Bob Selby – Accounting and Economics Instructor and Division Chair for Business & Industry/Social and Behavioral Sciences since fall 1978. He has served as the president of Faculty Association/Faculty Alliance-KNEA for the past two years. Bob chaired a committee in fall 2011 to revise all of the faculty evaluation forms and is currently on the Strategic Planning Committee, the Enrollment Management Committee, the Student Support Services Assessment Committee, and an *ex-officio* member of the HLC Steering Committee. Bob was co-coordinator for the 2004 Higher Learning Commission self-study for reaccreditation. Having served as a coordinator previously, Bob will bring a wealth of knowledge to the current steering committee.

Dr. Stephen Vacik - President since April 2011. Prior to accepting the Presidency at CCC, Dr. Vacik worked as a Chief Instructional Officer as well as a faculty member in various areas of the two-year college system. He came to Colby from Mississippi and the auspices of the Commission on Colleges of SACS, where he was involved in three self-studies at two different colleges. Dr. Vacik has a double major in English and history. His ability as a writer and researcher will be useful in this process. In addition, he will work well as both a supporting player and a leader on the Steering Committee. He is familiar with all aspects of CCC and because of his inclusion in educational matters at the state level, he has insight regarding other institutions that will be applicable as the college seeks to share its story.

Todd Voss- Communication faculty member since 2002. Todd is responsible for the speech department as an instructor in the classroom as well as online. He served as assistant wrestling coach for seven years at Colby Community College and is now the Division Chairperson for the Arts and Letters/Mathematics and Science Division. Serving on the Steering Committee has given Todd a better insight of the internal workings of Colby Community College and a better understanding of the responsibilities of faculty and staff at the college.

Joyce Washburn - Dean of Academic Affairs since 2011.

Prior to accepting the job of Dean of Academic Affairs, Joyce's duties included teaching developmental reading, Division Chair of Academic Services and Developmental Education, and academic advisor. Joyce was a co-Steering Committee Coordinator for the 2004 Self-Study. She believes this experience will be valuable in moving Colby Community College forward.

Brooks Wederski- Information Technology Director since 2012. Brooks has been at Colby Community College since 2010. He is responsible for managing the daily operations of the IT Department which includes support for campus-wide data and voice networks and software systems in a server and networked personal computer environment. Brooks has also served on various campus committees across campus which include the Business Department Advisory Committee, Enrollment Management, and guest member for Assessment. He brings knowledge and experience from developing long-term strategic planning for the IT Department.

Diane Williams-Business instructor and Business Management and Administration Program Director. In addition to 15 years of teaching experience, she has 20-plus years as an executive secretary. She is active in the Kansas Business Education and National Business Education Associations and numerous civic organizations. Diane has served on the Marketing Committee and currently is on the Facilities Management Committee as well as the HLC Steering Committee. Diane was co-coordinator for the Higher Learning Commission self-study for reaccreditation at a former institution. For the 2004 Higher Learning Commission self-study for reaccreditation at CCC, she was a chapter chairman.

Ruth Wolfram- Director of Nursing since 2006. Ruth worked for CCC at the Norton campus from 1976-1980 and was a practicing nurse practitioner until 2004 when she returned to CCC. She serves on Academic Council, Strategic Planning, Non-Traditional Occupations (NTO), and Enrollment Management. Ruth brings experience writing accreditation reports for the Nursing program.

Committees

*Students will be assigned to committees during the fall 2013 semester.

Criterion 1: Mission

Jacque Bedore, Co-Chair	Bookstore Manager
Shanda Mattix, Co-Chair	Equine Program Director/Equestrian Coach
Ruth Wolfram, Co-Chair	Nursing Program Director
Debbie Schwanke, Editor	Public Information Director
Megan Allen	Library Government Documentation
Crystal Berndt	Women's Track and XC Coach
Rita Billips	Mailroom Manager
Carol Custard	Dental Hygiene Receptionist
Ryan Carter	Instructor/Baseball Coach
Penny Cline	Admin. Asst. to Dean of Acad. Affairs
Dr. Beth Fenton	Vet Tech Distance Education Instructor
Adam Frisch	Farm Manager/Equine Instructor
Dale Hershberger	Board of Trustees Member
Rebel Jay	Art Instructor
Barry Kaaz	Dean of External Affairs/Facilities Mgmt.
Jade Inlow	Assoc. Director for Financial Aid
Miles Ladenburger	Men's Golf Coach
Chad Magee	Science Instructor
Kipp Nelson	Athletic Trainer/Swimming Pool Manager
Brandi Niblock	Asst. Dir. of Outreach & Allied Health
David Nordhues	Wrestling Coach
Derek Reilley	Title III Activity Director/Online Developer
Pat Peterson	Asst. to VP of Business Affairs
Tina Schrick	Nursing Instructor
John Stephens	Custodian
Ryan Sturdy	Athletic Director/Softball Coach
Alan Waites	Vice President of Business Affairs
Marcy Ward	Beef Production Program Director
Ron Walz	GED Chief Examiner
Rod Williams	Community
Steve Zerr	Maintenance & Grounds Supervisor

Criterion 2: Integrity: Ethical and Responsible Conduct

Brette Hankin, Co-Chair	Registrar
Jennifer Martin, Co-Chair	Vet Tech Program Director
Tara Schroer, Co-Chair	Library Director
Bev Anderson, Editor	Admin. Assistant to the President
Cindy Black	Board of Trustees
Heidi Bulfer	Biological Sciences Instructor
LaDonna Dempewolf	Asst. Registrar, Asst. Fin. Aid
Tenley Determan	Massage Therapy Instructor
Melanie Fortin	Student Accounts Receivable Manager
Michael Hableib	Title III Distance Education Technician

Cathy Harrison	Community
Phillip Harry	Custodian
Sandy Hill	Anatomy & Physiology Instructor
Sadie Kenny	Vet Tech Instructor
Cindi Kriss	Accounts Payable Senior Clerk
Colleen Lopez	Admin. Assistant, Title III
Colleen Maison	Ag/Vet Tech Secretary
Nance Munderloh	Adult Basic Education Director
Brandon McLemore	Admissions Counselor
Tom Moorhous	History Instructor
Keegan Nichols	Vice-President of Student Affairs & Marketing
James Ortiz	Cross Country/Track Coach
Kathy Robert	PTA Instructor
Allen Russell	Instructor/Rodeo Coach
Harold Sheets	Maintenance
Samantha Tolle	Faculty/Staff Development Specialist
Scott Williams	Maintenance
Ron Young	Custodian
Jerri Zwegardt	Nursing Instructor

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

Pat Erickson, Co-Chair	PTA Director / Instructor
Brooks Wederski, Co-Chair	Information Technology Director
Connie Davis, Editor	Title III
Troy Bielser	Outreach & Continuing Ed. Coordinator
JoAnne Brown	Residence Hall Coordinator
John Cersovsky	Security Officer
Linda Davis-Stephens	Criminal Justice/Humanities/Geography
Kathy Franz	Nursing Instructor
Kelly Gates	Assistant Cheer and Dance Coach
Rusty Grafel	Asst. Men's Basketball Coach
Brady Jasper	Head Women's Basketball Coach
Carey Jones	Volleyball Coach
Aaron Keiser	Admissions Counselor
Kenton Krehbiel	Board Member
Stacy Lee	Assistant Women's Basketball Coach
Sheri Martin	Dental Hygiene Instructor
Lynn Minium	Maintenance
Bernard Newbold	Asst. Cross Country/Track Coach
Dian Organ	ABE Coordinator/Instructor
Lela Panter	Director of Residence Life
Shannon Plummer	Nursing
Charles Schwanke	Community
Bill Shields	Board Member
Brittney Squire	Admin. Assistant, Admissions
Emily Strange	Nursing Instructor
Michael Thompson	Criminal Justice Instructor
Marilyn Walz	Adult Education Technology Instructor

Joyce Washburn	Dean of Academic Affairs
Ron Woods	Custodian

Criterion 4: Teaching and Learning: Evaluation and Improvement

Diana Holladay, Co-Chair	Reading Instructor
Ray Nolan, Co-Chair	Physical Ed Instructor / Campus Life Coord.
Todd Voss, Co-Chair	Speech Instructor
Deb Bickner, Editor	English Instructor
Bobbi Barton	Admin. Asst., Student Service's & Athletic Dept.
Sena Bailey	Library Assistant
Lynn Cameron	Custodian
Chriss Ellison	Director of Grants
Krista Carter	Behavioral Science Instructor/Academic Bowl
Brad Griffith	Math Instructor
Leisa Hansen	Asst. Bookstore Manager
Terrel Harrison	Community
Jerry Hildreth	Assistant Baseball Coach
Cathy Horinek	Nursing Instructor
Terry Knox	Custodian
Betty Kruse	Community
Robert Lee	Maintenance
Arlen Leiker	Board Member
Bobette Maier	Dental Hygiene Program Director
Mary McLaughlin	Assistant Softball Coach
Nikol Nolan	Director of Admissions/Academic Bowl
Dustin Pfeifer	Men's Basketball Coach
Allison Reopel	Admissions Counselor/Colorado
Tony Schroer	Instrumental Music Instructor
Bob Selby	Business Instructor
Lisa Stithem	Student Support Services/Women's Golf
Reesa Sumaya	Infant-Toddler Specialist
Joe Vyzourek	Radio Station Mgr./Instructor
Marie Wolkomir	Admin. Asst. for Allied Health

Criterion 5: Resources, Planning, and Institutional Effectiveness

Sean Lydon, Co-Chair	Assistant Baseball Coach
Diane Williams, Co-Chair	Business Instructor / PBL Advisor
Hailey Campbell-Hudson, Editor	English Instructor
Paige Ayers	Equine Instructor
Regena Barnum	Print Shop
Kathy Britton	Receptionist/Asst. for Ext. Affairs/Vehicles
Wendi Ehlers	Admin. Asst. to Vet Tech Distance Ed.
Dana Foss	Dental Hygiene Instructor
Jim Gates	Head Cheerleading Coach
Tyler Gonzales	Assistant Wrestling Coach
Doug Johnson	Retention & Acad. Advising Coordinator
Monica Kane	Student Support Services Director
Elizabeth Kinnally	Asst. Equestrian Coach

Tashia Kuper	Custodial Supervisor
Jim Latoski	Livestock Judging Coach
Doug McDowall	Network Administrator
Cathy McMulkin	Vet Tech Instructor
John Olson	Math Instructor
Ceena Owens	Massage Therapy Instructor/Director
Shelly Rodenbeck	Nursing Instructor
Danielle Silsbee	Secretary, Student Support Services
Jay Sekavec	Supervising Dentist, Dental Hygiene
Chris Sherman	Assistant Rodeo Coach
Dr. Stephen Vacik	President
Darvin Strutt	Community
Nick Wells	Endowment Foundation Director, Board Member
Nicole Weigel	Head Dance Coach
Cody Wilmath	Asst. Men's Basketball Coach
Pat Ziegelmeier	Piano Instructor

**COLBY COMMUNITY COLLEGE
Self-Study****Criterion:**

Core Component 1a:				Expected level of achievement:		
PLAN				IMPLEMENTATION		
Component	Documentation / Information Location	Person Responsible	Frequency of Assessment	Assessment Methods	Results of Data Collection & Analysis Including Actual Levels of Achievement	Actions For Program Development, Maintenance, or Revision

Calendar/Timeline

Fall 2011

November Initiate planning of the self-study process

December Appoint Self-Study Steering Committee

Spring 2012

January Distribute *Handbook of Accreditation* link to each Steering Committee member and make reading assignment

January Request Administrative Council to review the concerns, advice, and suggestions from the 2004 evaluation and submit a report on progress to the HLC coordinators.

February Select committees

March HLC coordinators meet with Administrative Council to get feedback for the previous Assurance and Advancement sections

March-April Develop the format of the self-study

March-April Attend NCA/The Higher Learning Commission's 107th Annual Meeting in Chicago, March 31-April 3, 2012

April-May Administrative Council review mission, philosophy, and purposes of the CCC

May Steering Committee formulates goals for the Self-Study

March-June Write Self-Study Plan by June 2012 and submit to Higher Learning Commission staff liaison

June-July Initiate Higher Learning Commission Web site

Fall 2012

August Announce subcommittees at Fall In-service

August-May Subcommittee gather data, conduct interviews, analyze, and develop draft reports for submission to Steering Committee

September Notify Commission of Self-Study Coordinators, preferred dates for visit, and any proposed changes in Statement of Affiliation Status

September Begin gathering documents for the Resource Room

September Subcommittees begin meeting one Friday, every other month for four hours at a time

Spring 2013

April Subcommittees submit written drafts with patterns of evidence to Steering Committee for review

April Attend NCA/The Higher Learning Commission's 108th Annual Meeting in Chicago, April 5-9, 2013

Fall 2013

August Update of Self-Study at Fall In-service

September Send Commission information suggesting team competencies

November Subcommittees submit final drafts

December Steering Committee analyzes information

Spring 2014

January Send comments on proposed team members to the Commission

March Steering Committee circulates and receives reactions to draft from Board of Trustees, faculty, staff, and administration

March-April Attend NCA/The Higher Learning Commission's 109th Annual Meeting in Chicago, April 11-15, 2014

April Publish Third-Party Comments

Summer 2014

June-August Finalize Resource Room

July Finalize plans for the Evaluation Team visit

July Provide instructions to access the electronic Self-Study Report and Electronic Resource Room to each member of the Evaluation Team and to the Commission staff liaison

Fall 2014

September Evaluation Team on-site visit