

Assurance Argument
Central Christian College of Kansas

1/30/2018

1 - Mission

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

1.A - Core Component 1.A

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

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

Argument

Since its inception, the College has operated under a guiding principle articulated through its mission and vision statements. The Board approved the most recent iteration of the mission in 2010 and reaffirmed it in 2016 [[1A01 – Board Minutes-Mission](#)]. The mission is to provide a *Christ-centered Education for Character*. It reflects the collective input of the stakeholders of the College, which the President sought through a series of open strategic planning sessions designed to identify the values and outcomes of the College. This shared process galvanized the work of the College and embedded the fundamental ethos of the College into the hearts and minds of its constituency.

At its core, the mission statement is a reaffirmation of the seminal goal of educating people of character from a Judeo-Christian worldview. It is an uncomplicated and clear-cut reminder of the philosophy that has inspired this institution since it first opened its doors [[1A02 – Motto](#)]. Informal surveys administered by the President's Office continues to demonstrate that the students, faculty, staff, and other constituency members know and understand this mission.

The mission and outcomes act as the lenses through which all aspects of the College – from administrative actions, budgets, athletics and academic programs, support services, and enrollment profiles – are scrutinized. Attention to such details has enabled the College to adhere to the “warp and weft” of faith and legacy which form the basis of the College's identity.

The Strategic Plan, updated annually, elucidates the mission and provides the operational roadmap for achieving the mission. This mission permeates the campus and organizational documents (evidenced in Criterion 1.B) [[1A03 – Strategic Plan](#)].

The mission also pervades the academic programs of the College. The General Education Framework relies on the mission to provide structure to the liberal arts quadrivium [[1A04 – General Education Framework](#)]. Building on that foundation, every program must demonstrate its adherence to the Fit Four, which serves as the embodiment of the mission [[1A05 – Triennial Evidences](#); [1A06– Form A01](#)].

Enrollment

In order to disseminate the heart and vision of the College to a wider audience, all admissions communications deliberately utilize a compilation of the mission statement, Fit Four, core values, and vision statement. The Office of Admissions employs both direct and indirect means to introduce and communicate the mission to prospective students. Direct approaches would include the use of the mission and Fit Four on the College's website and in print and digital mediums (addressed further in Criterion 02). Admissions Counselors are well-versed in the mission statement and Fit Four and introduce and/or review it with all prospective students. Indirect approaches would include the attitude and demeanor of the Admissions Counselors and Student Ambassadors. The Admissions Office incorporates these approaches into Preview Days and media presentations. Potential students encounter the direct methods via meetings with Admissions Counselors, Student Ambassadors, Student Services, and Administration. Indirect methods include participation by potential students in classes, Spiritual Formation programming, student activities, and Residence Life.

For potential online students the College relies on virtual and direct communication to impart the heart and vision of the College. All recruiters for the online programs are well versed in the mission statement and Fit Four. Instead of underscoring the residential aspect, recruiters place prominence on the College's aspiration to offer an exceptional education from a Christian worldview. Recruiters place emphasis on the mission statement through stressing the significance of a solid work ethic and decision-making abilities as qualities that would attract potential employers. As with the traditional campus, the College's website, print, and digital materials unmistakably communicate the ethos of the College (evidenced in Criterion 02).

The results of these efforts include maintaining an enrollment profile consistent with the mission of the College. Willingness to sign and submit to a Community Expectations Covenant and Code of Character is evidence of this alignment. Disciplinary records show that only a small percentage of students experience severe divergence from the mission.

Visiting review teams have remarked on the high percentage of athletic students in the residential program. At this point in the College's development, this is a predictable element in the College's enrollment strategy. This profile is in alignment with the mission, though it does represent a unique needs set, which leadership includes in its planning and budgeting, as illustrated below.

Support Services

The support services of the College are consistent with the mission of the College and address the specific needs of the College's enrollment profile. [[1A07 – Support Services](#)]

Since 2013, the College has invested into the development of a Center for Academic Excellence and Enrichment (Success Center). This strategic investment aligns with the mission and unique needs represented by the current College population. Budgetary resources enhanced this program from a part-time position in 2013, to include two full-time faculty, part-time staff, technological resourcing, and classroom space, as well as a number of other enhancements. Its mission is *to improve academic performance, increase motivation, and enhance potential in academics and professional success* [[1A08 – Success Center](#)].

Recognizing the economic diversity of its current population, the College collaborated with SALT. This free resource, available to prospective, current and matriculated students, provides access to expanded services for financial management, college funding, and career exploration. This is a specific example of how the College identified a need, assessed current resources, identified a solution, and strategized a workable solution in order to provide support services in alignment with the mission, as well as the unique nature and make-up of its student body [[1A09 – SALT](#)].

Academics

The faculty have primary responsibility for the development and administration of academic programs, as well as ensuring that these programs are in alignment with the mission and Strategic Plan of the College. Their oversight covers all academic programming, including the residential program, the accelerated learning program, the online program, and all dual credit relationships. Currently, the College offers numerous programs of study, which can lead to one of the following degree options.

- Associate of Arts
- Associate of General Studies
- Associate of Arts in Criminal Justice
- Bachelor of Criminal Justice
- Bachelor of Science in Healthcare Administration
- Bachelor of Business Administration
- Bachelor of Science in Organizational Behavior
- Bachelor of Science in Psychology
- Bachelor of Science in Business: Accounting, Entrepreneurship, Management, Marketing, Organizational Leadership, Risk Management
- Bachelor of Arts: Communication, English, Liberal Studies, Music, History, Sport Management
- Bachelor of Arts in Ministry: Applied, Pastoral, Student Ministry, Worship Arts
- Bachelor of Science: Criminal Justice, Natural Science, Psychology
- Bachelor of Elementary Education
- Bachelor of Education: Secondary English, Secondary History, Secondary Math
- Bachelor of Physical Education
- Bachelor of Music: Music Education, Contemporary Music
- Bachelor of Sport Science: Exercise Science, Fitness & Recreational Leadership

These academic programs are consistent with the mission of the College, a fact confirmed through the rigorous implementation and assessment process further described in Criterion Three.

Planning and Budgeting

Specific aspects of planning and budgeting are addressed throughout this document and are emphasized in Criterion Five. The presence of the Strategic Plan and a well-defined budgeting process, described in Criterion 05, ensures that planning and budgeting align with and support the mission of the College.

Acknowledging that the Strategic Plan is in alignment with the mission of the College, a review of reports generated from reviews of the Strategic Plan, demonstrate that planning and budgeting are informed by the mission (via the Strategic Plan) [[1A10 – Annual Review](#)]. Specific strategic initiatives that link mission with planning and budgeting include:

- Procurement of Athletic Director
- Procurement of Marketing Director
- Procurement of Athletic Trainer
- Expansion of Business Operations through staffing and strategic partnerships
- Expansion of Student Success resources
- Investment in Online Campus and Virtual Support Services
- Consultant and outsourcing to improve operations
- Expanded participation in national surveys/benchmarking for improved enrollment and retention

- Campus Planning & Development (Preliminary Drawings, Site Visits, etc.)

Sources

- 1A01 - Board Minutes-Mission
- 1A02 - Motto
- 1A03 - Strategic Plan
- 1A04 - General Education Framework
- 1A05 - Triennial Evidences
- 1A06 - Form A01
- 1A07 - Support Services
- 1A08 - Success Center
- 1A09 - SALT
- 1A10 - Annual Review

1.B - Core Component 1.B

The mission is articulated publicly.

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

Argument

Central Christian College of Kansas communicates and articulates its mission through several avenues. A brief examination of the physical campus reveals that the mission and Fit Four outcomes are noticeably displayed (e.g. banners, office placards, documents, artwork, etc.) [[1B01 – Mission Documentation](#)]. This carries over to its virtual campus exhibited on websites and through other web resources. In addition the Board of Trustees Governance Manual, two primary documents *articulate* the mission publically; these include the Strategic Plan (discussed in 1A) and the Catalog [[1B02 – Catalog-Mission](#)]. In both of these documents, the mission is clearly expressed and supported.

Combined with these document, the Institutional Assessment Plan, also outlines and explains the Fit Four model, which serves as the primary schema for the mission [[1B03 – Fit Four](#)]. In addition, the documents also contain statements about Vision, Outcomes, Core Values, Beliefs, and Operational Outcomes. Leadership updates these two documents annually, with working drafts maintained through any given year, to ensure that they are current and explain the extent of the institution's emphasis on the various aspects of its mission. Sections of these documents are parsed out on the web; providing further public access [[1B04 – Mission-Web](#)].

The Strategic Plan links the performance outcomes to the mission, which in turn are further elaborated upon in the Catalog. Beyond these two specific documents a number of other documents, (e.g. Policies and Procedures, departmental documents, brochures, etc.) quote or allude to the mission statement, the Fit Four outcomes, and other “essential” components, such as the vision and core values.

In 2000, as the College was completing the transition from a two-year college to a baccalaureate college, Central College became Central Christian College of Kansas. The primary purpose of this name change, as well as the most recent revision of the mission, was to clarify the purpose, nature, and scope of the College. The mission documents clearly indicate the nature, scope, and intended constituents of the programs and services provided by the College. A survey of documents such as the Strategic Plan and Catalog clearly indicate the College's programmatic, cultural, and philosophical approach. The Fit Four outcomes further amplify the mission and vision of the College, allowing current and prospective constituents the ability to identify the nature and scope of the College. In some cases, divisions or departments of the College utilize variations of the mission that further clarify the nature and scope of the program offered. These statements are extensions of the mission and help constituents comprehend the purpose, policy, and procedures of that division or

department [[1B05 –Mission Variations](#)].

Adherence to this core component is further evidenced through Student Handbooks and conduct documents, which every residential and online student signs [[1B06 – SAS Community Expectations Covenant](#); [1B07 – SPE Code of Conduct](#)]. These specific sources indicate that the College maintains public systems that provide constituents the ability to ascertain specific information concerning targeted programs, people, and services related to its mission.

Sources

- 1B01 - Mission Documentation
- 1B02 - Catalog-Mission
- 1B03 - Fit Four
- 1B04 - Mission-Web
- 1B05 - Mission Variations
- 1B06 - SAS Community Expectations Covenant
- 1B07 - SPE Code of Character

1.C - Core Component 1.C

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

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

Argument

The denominational legacy of Central Christian College of Kansas is rich with diversity. The Free Methodist Church, birthed from the Wesleyan movement, is a proponent of abolitionism and celebrates cultural expression [[1C01 – Free Methodist](#)]. Accordingly, the College desires to prime and equip its graduates to be *global citizens*. The Strategic Plan includes specific outcome and performance indicators related to diversity and the advancement of a multi-cultural perspective [[1C02 – Fit Heart Outcomes](#)]. Since leadership regularly monitors progress of this plan, it ensures that the College engages processes and activities that reflect attention to human diversity as appropriate within its mission and the constituencies it serves.

At the operational level, the Fit Four model addresses the topic of diversity specifically through Fit Heart, which is a sub-component of the Fit Four. According to the Strategic Plan, a student with a Fit Heart is one who can “engage and connect with those from diverse cultures, backgrounds and worldviews. This dimension represents the dispositional effect of character. *It should be illustrated by students engaged in hospitality, social justice, and civil discourse.*” The Miville-Guzman Universality-Diversity Scale [[1C03 – Diversity Scale](#)], administered during the senior exit experience, specifically provides data on this outcome. A review of data suggests the College is *proficient* (>3.01), and working toward its *ideal* goal of >4.40. [[1C04 – Data Book – Outcomes](#)].

The Academic Office supports this outcome through its application of Fit Heart in the General Education curriculum [[1C05 – GE & Fit Heart](#)]. Furthermore, from a curricular perspective, the Catalog verifies multiple means through which students can engage diverse perspectives and enhance cultural awareness. These opportunities include:

- Specific Coursework
 - A History of Minorities in the U.S.
 - Adaptive Physical Education
 - Civics and Social Responsibility
 - Cross-Cultural Communications
 - Cultural and Geo-Historical Settings of the Bible
 - Current World Problems
 - Field Anthropology
 - Human Sexuality
 - Popular Music in America
 - Principles of Sociology
 - Social History of the 1960s
 - Social Psychology
 - Spanish
 - World Religions

- Cross-Cultural Learning Experiences
 - Study-Abroad Programs (Students International, BEST Semester)
 - International Trips (Costa Rica, Mexico, China, England, Haiti, Israel/Palestine)
 - Missions Work (Tribal Villages, Inner-City)

Co-curricular programming further augments these experiences, such as:

- International Student Lounge/Club
- Recognition of Martin Luther King, Jr. Day through community participation
- Service Projects
- Commemoration of Black History Month
- Focused Groups/Discussion on diversity (ethnic, sexuality, etc.)
- Speakers/Colloquia

CCCK also works with international students desiring to complete their undergraduate education residentially in the United States. Through the residential presence of international students, the College has the opportunity to participate in global education and development; this magnifies the College's potential to encourage and celebrate diversity through events, which focus on cultural appreciation and education. Currently, the College hosts students from China, Japan, Central America, South America, Puerto Rico, and Canada. In 2016, the College expanded its ability to work with international programming through its recognition as an Exchange Visitor Program institution. This approval substantiates the institution's contribution to educational and cultural exchange [[1C06 – DS Approval Letter](#); [1C07 – Cultural Exchange](#)].

CCCK does not consider demographic data as part of its criteria for admission and enrollment. This commitment to consider all candidates has resulted in a student body that is diverse and multicultural in its composition. The result is a student population that is significantly more diverse when compared to the local community and other Kansas Independent College Association (KICA) institutions, substantiating the College's commitment to enhance multi-cultural exposure and understanding [[1C08 – Diversity Comparisons](#)].

In 2017, *U.S. News and World Report* placed Central Christian College of Kansas in the Top 10 of most ethnically diverse colleges in the Midwest [[1C09 – Diversity Top 10](#)]. According to the 2017 Snapshot (NSSE), graduating seniors indicated that “*Understanding of people of other backgrounds*” and “*Being an informed and active citizen*” were key experiences learned during their time at Central Christian College of Kansas. Compared to other regional colleges, graduating seniors indicated that the inclusion of diverse perspectives in classroom discussion was impactful. [[1C10 – NSSE Snapshot](#)]

The President and Provost travelled to China in 2015 and 2016 “to develop partnerships with Chinese universities” in order to promote cross-cultural learning initiatives for students looking to complete an education in the United States. While in China, the College was able to “negotiate two signed articulation agreements... [and establish] informal agreements with three other institutions to explore exchange programs, leading to formal articulation agreements.” Two members of the current faculty also share ties in China, enhancing the relationship and opportunities between the two countries. Additionally, the College already has an established tie with an alum located in Japan, which has allowed a handful of Japanese students to study at Central Christian College of Kansas each year.

While the addition of online programming provides opportunities for expanded staffing, the current geographic location of the institution hinders continued efforts to provide a racially diverse faculty and staff. Currently, the ratios are closer to McPherson County than the student body. In response, the College intentionally seeks underrepresented candidates when filling current positions by

advertising in trade publications catering to this population. This approach has been included in the hiring practices of new faculty campus-wide, as stated in the Faculty Handbook [[1C11 – Diversity Action Plan](#)].

Sources

- 1C01 - Free Methodist
- 1C02 - Fit Heart Outcomes
- 1C03 - Diversity Scale
- 1C04 - Data Book - Outcome-Ends
- 1C05 - GE & Fit Heart
- 1C06 - DS Approval Letter
- 1C07 - Cultural Exchange
- 1C08 - Diversity Comprison Chart
- 1C09 - Diversity Top 10
- 1C10 - NSSE Snapshot - Diversity
- 1C11 - Diversity Action Plan

1.D - Core Component 1.D

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

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

Argument

The Public Good

The College demonstrates a clear commitment to the public good, which includes the local business and residential community of McPherson, the region, and the broader global community where many online students and alumni reside. The Strategic Plan illustrates the intentional nature of this commitment, which includes a specific outcome dedicated to Cultural Engagement [[1D01 – Strategic Plan – Outcomes](#)]. This outcome includes a number of performance indicators targeting issues such as accessibility, diversity, community service, and citizenship. The results of these indicators validate that the College pays specific attention to community partnerships and support.

The College endeavors to create and foster a culture that promotes community outreach and engagement at many levels, which is an extension of the Fit Heart Component of the mission. As such, the institution serves the community through many avenues, some of which have turned into annual events:

- Servant Leader Day [[1D02 – Servant Leader Day](#)]: Included as part of Freshmen Orientation, this tradition engages freshmen into the local community. Local businesses, residents, and services benefit by the volunteer labor provided by this endeavor.
- Garbage Brigade [[1D03 – G-Brigade](#)]: As part of the annual All Schools Day parade on Main Street, the College provides environmental services as part of its public service. Students and staff wear CCC Garbage Brigade overalls and walk the parade route with rolling garbage cans, picking up parade litter.
- President's Round Table [[1D04 – Roundtable](#)]: This monthly (free) luncheon is an opportunity for local industry leaders to network and become more familiar with local industry. Each month, a member of the college and a local industry leader share perspectives about operations and participation in the local community.
- Pancake Breakfast & Mental Health Awareness Fair [[1D05 – Pancake Feed](#)]: This annual event features the work of students completing their senior research project. The Social Science Honor Society (Pi Gamma Mu) collects food items for the local food pantry, while guests partake in the breakfast and view a poster session on mental health issues.
- Annual Health Fair [[1D06 – Health Fair](#)]: This event, hosted by students in the Sport Science and Health department, features a number of health and wellness assessments. The event is free to the public. The department also hosts a Zumbathon to help raise support for the local food bank [[1D07 – Zumbathon](#)].

- Blood Drive [[1D08 – Blood Drive](#)]: The Student Government Association sponsors a blood drive each semester.
- March of Dimes Walk for Babies: This is an annual event hosted by the campus business club (Phi Beta Lambda). Funds raised support work related to premature birth, birth defects, and infant mortality.

A review of documents demonstrates that students and personnel of the College support a number of additional public services, such as:

- McPherson Public Library Board, McPherson Recreation Commission, Boy Scouts of America, McPherson Community Theatre, Kansas Cosmosphere, Wichita Section American Chemical Society, McPherson Museum Board of Directors, McPherson Community Thanksgiving Initiative, Loaves and Fishes, Big Brothers and Big Sisters, NUMANA, Meals on Wheels, Habitat for Humanity, Moundridge Chamber of Commerce Annual Golf Tournament, Inman Chamber of Commerce, McPherson Main Street, McPherson Outreach, Optimist Club, McPherson Convention and Visitors Bureau, McPherson Opera House, McPherson YMCA Board, McPherson Hospital, The Cedars Retirement Center

Every year, the College hosts a number of on-campus events at minimal or no cost, which are open to the community. Some of these events include lecture series, such as the Chaney Music Symposium, the Chaney Bible Lectures [[1D09 – Chaney](#)], and the B.G. Products Business Lecture Series, as well as cultural events sponsored by the Music, Theatre and Art departments [[1D10 – Fine Arts](#)]. The Natural Science department supports public STEM initiatives through partnerships and special program [[1D11 – STEM](#)].

The athletic teams also play an important role in supporting food drives, poverty awareness, cancer and disease awareness and ministries to the homeless in any given year, as well as community-wide efforts, such as Habitat for Humanity, McPherson Strikers, Victory Sport Camps and Operation Christmas Child.

The College also plays a key role in a mural project in connection with the McPherson Convention and Visitors Bureau, designed to highlight local attractions, history and events. Under the direction of the College's Art Program Director, students have, to date, completed five large murals, prominently displayed on buildings throughout the downtown area, as well as several indoor murals in various buildings in town. Another example of public service includes the Education Department's work with CHUMS. This one-on-one mentorship program provides relational and scholastic support for students struggling in the local public school system. [[1D12 – Service Projects](#)]

Educational Primacy

Central Christian College of Kansas is a private educational organization whose primary purpose is to provide a Christ-centered education for character. While the College affiliates with the Free Methodist Church of North America and abides by the Book of Discipline in its doctrines and policies, the denomination does not impose a financial obligation.

The College is a non-profit organization. It does not serve the interests of a board of investors or private ownership. In response to its mission, strategy and goals, the College has found it worthwhile to collaborate with associations, as well as to contract with third-party organizations. In all of these associations, participation is voluntary and Central Christian College of Kansas is the sole author of internal policy and holds its own interests as the primary element for all decisions and operations.

Current Affiliations:

- Association for Christians in Student Development
- Association of Christian Schools International
- Association of Free Methodist Educational Institutions
- Butterfield Foundation
- Center for Urban Studies
- Christian Adult Higher Education Association
- Focus on the Family Institute
- Free Methodist Church of North America
- Higher Learning Commission (North Central Association of Colleges and Schools)
- Jerusalem University College
- Kansas Association of Collegiate Registrars and Admissions Officers
- Kansas Department of Education
- McPherson Airport
- McPherson Chamber of Commerce
- National Alliance of Concurrent Enrollment Partnerships
- National Association of Independent Colleges and Universities
- National Association of Intercollegiate Athletics
- National Christian College Athletic Association
- North American Coalition for Christian Admissions Professionals
- Students International
- The Kansas Independent College Association
- The Kansas Independent College Fund
- United States Office of Education for Administering Federal Programs

The College employs a system of checks and balances to ensure that its mission remains principal in its third-party partnerships. In all operations, the College serves as the final voice concerning curriculum, faculty, admittance, financial aid distribution, billing, and mission. The external interests of partnerships do not take primacy over the mission of the College. The College utilizes these partnerships to enhance the mission of the College, which remains the primary purpose of the College.

In 2017, the Provost added an additional level of accountability by naming the Strategic Planning and Oversight Committee (SPOC) [[1D13 - Faculty Handbook – Committee Descriptions](#)]. A specific outcome of this faculty committee speaks directly to evaluating that the institution’s education responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests. With the establishment of auxiliary operations (daycare, testing center, coffee shop, etc.) the leadership believe it was best to add additional levels of accountability, provided through the College’s committee structure and commitment to shared governance.

External Constituencies

The Strategic Plan acknowledges certain internal and external populations, or “stakeholders,” in an attempt to make clear the essential elements and orientation of said populations in respect to the mission of the College. These stakeholders have “direct involvement, investment, or interest related to the ongoing mission of Central Christian College.” [[1D14 – Strategic Plan – Stakeholders](#)]

Communication with stakeholders enables the College to be aware of issues and opportunities for partnership. Members of the College community are involved in dialogues on local, state, national,

and international levels that permit them to relay the College's plans and ideas and facilitate opportunities for stakeholders to voice their ideas and concerns. Specific examples include the President's attendance at Kansas state legislative receptions and communication with the Mayor of McPherson and the local State Representative, as well as the participation of both the President and the Provost in the Kansas Independent College Association.

Members of the College's leadership are active in associations and organizations, both regionally and nationally, that increase the College's ability to ascertain and respond to recognized needs and initiatives. Examples of such associations and organizations include:

- Higher Learning Commission
- Association of Free Methodist Educational Institutions
- National Christian College Athletic Association
- National Association of Intercollegiate Athletics (Council of Presidents)
- American Association of Presidents of Independent Colleges and Universities
- Kansas Independent College Fund
- Butterfield Foundation Board
- Kansas Health Foundation – Healthy Communities Initiative
- Wichita Education Foundation (Achieve Kansas)
- Wellness Institute Board
- Rotary International
- Council on Christian Colleges and Universities
- American Institutes for Research

The College is involved in a number of local initiatives, affording College constituents the ability to engage with its external constituencies and respond to the needs of its local and greater community. The President hosts a monthly "President's Roundtable," an open luncheon for local business leaders and executives. Each monthly roundtable features a different business executive discussing topics in their field and its impact on McPherson and the surrounding area. These roundtables afford College leadership opportunities to impart the College's vision, as well as identify and forge partnerships.

The College continues to collaborate with several internal and external entities on a regular basis. A cross-section of these entities includes:

- Local Businesses – employ students and sponsor internships and practicums. The annual McPherson Business Drive is also an opportunity for local businesses to show their support of the College's presence and mission.
- Future Employers – who employ graduates when they enter the work force
- Dual Credit Partner Schools – high schools who give their students an opportunity to earn college credit through Central Christian College of Kansas
- Art Department Mural Projects – those who enjoy any of several public murals created by the Art Director and art students
- Graduate Programs – continuing education programs that students enter after they earn a degree from Central Christian College of Kansas
- Adult Learners – adult students in the work force who continue their education through degree-completion and online programs
- Private and Public Schools – who benefit from student teachers
- Organizations – who host students to fulfill internships and practicums
- Clubs & Organizations who utilize campus facilities to host events, such as Camp Invention, Rotary, Kansas Department of Education, etc.
- Alumni – who attend College-sponsored gatherings to strengthen their bonds of friendship with

each other and their connection with their Alma Mater. These gatherings also testify to the value of the College's mission in the lives of its alumni. Additionally, the President hosts gatherings for alumni in different areas of the country to reinforce ties with alumni

- Donors – who sponsor scholarships and promote educational opportunities for students. The Development Office maintains regular contact with these individuals through print and digital communications, as well as the annual telethons. The President, members of the Cabinet and Board of Trustees, and the Development Office staff routinely travel across the country to visit donors throughout the year.
- Military – who enroll at the College; the College was selected as a Top School in *Military Advanced & Transition's Guide to Colleges & Universities* [[1D15 – Military Release](#)]
- DACA Students – who benefit from an articulated pathway through which to earn a degree

A prime example of how the College engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow, is illustrated in the recent partnership with Farmers Alliance. In 2013, the College partnered with Farmers Alliance, headquartered in McPherson, KS, to launch the Risk Management program. This endeavor, which initially began as an investigation concerning graduate programs, resulted in a collaborative effort between Farmers Alliance, the property and casualty insurance industry, and the College. Currently, employees from Farmers Alliance assist in instruction and the College provides a rich hiring pool of qualified candidates. [[1D16 – Risk Management](#)]

The dedication to these collaborative partnerships stems from the “Fit Body” component of the Fit Four outcomes. The “Fit Body” outcome acknowledges the College's desire that its graduates be “professionally astute,” both “physically and vocationally.” Through the “Fit Body” outcome the College declares its belief that graduates should “demonstrate a commitment to a responsible and healthy lifestyle...*It should be illustrated by students who employ the necessary skills to enhance wellness and skill development.*” It is also an extension of the Fit Heart component, which challenges college constituents to engage civically.

Sources

- 1D01 - Strategic Plan - Outcomes
- 1D02 - Servant Leader Day
- 1D03 - G-Brigade
- 1D04 - Round Table
- 1D05 - Pancake Feed
- 1D06 - Health Fair
- 1D07 - Zumbathon
- 1D08 - Blood Drive
- 1D09 - Chaney
- 1D10 - Fine Arts
- 1D11 - STEM Initiatives
- 1D12 - Service Projects
- 1D13 - Faculty Handbook - Committee Descriptions
- 1D14 - Strategic Plan - Stakeholders
- 1D15 - Military Release
- 1D16 - Risk Management

1.S - Criterion 1 - Summary

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

Summary

Central Christian College of Kansas maintains a mission statement that is both historically rooted and contemporarily relevant. The mission statement is not only publically obvious; its effect is unmistakable on the culture, curriculum, and concerns of the College. Articulated mainly through the Fit Four model, the mission influences budgeting, decision-making, and planning. It guides the work of both faculty and staff, influencing the life of students through learning outcomes and programing, which also operate through mission alignment

As a Free Methodist institution, influenced through its Wesleyan roots, the mission of Central Christian College of Kansas embraces the value of diversity and is accountable to address the public good. Evidence clearly demonstrates that CCKK provides students with a multi-cultural experience through the diversity of its student body. Residentially, the lack of diversity within the faculty and staff is the only encumbrance to this rich experience. This is a recognized deficiency and one the institution has taken specific measures to remedy.

Areas of Improvement & Action Points

- As identified in the Strategic Plan: KPI 3.22 – Increase diversity in faculty by leveraging diverse trade publications
- Preliminary results from NSSE suggest that CCKK's weakest high-impact practice is service learning. Currently, the College plays a significant role in serving the local community. However, ties between service opportunities and formal instruction remain unclear. While service to the community fulfills a component of the mission, the College would benefit from connecting learning outcomes in the classroom with pragmatic service in the community, encouraging a progressive learning experience. This requires that service move beyond a co-curricular focus (i.e. clubs, campus life, campus ministries, etc.), finding a home in general curriculum, beyond the individual nature of practicums and internships. This would enhance the acquisition of knowledge, skills, and abilities – providing real world application and synthesis.
- Since student diversity is outpacing staffing, the research team raised a question concerning student representation. While the College provided funding and expanded services to diverse populations, no student group existed. Administration concurred with this finding and empowered the International Student Director to investigate and initiate the establishment of a multicultural union, with the goal of having the group recognized by the end of the 2017 academic year. Under the guidance of the International Student Director and a number of dedicated students, the Student Government officially recognized the Multi-Cultural Student Association in October 2017. [[1S01 – Multicultural Student Association](#)]

Sources

- 1S01 - Multicultural Student Association

2 - Integrity: Ethical and Responsible Conduct

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

2.A - Core Component 2.A

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

Argument

In order to ensure that the institution acts with integrity, the College maintains numerous ethical practices, processes, and partnerships to guide its day-to-day operations. This is in alignment with one of the Core Values of the College that states, "...we adhere to the highest moral and professional standards for all personal and corporate interactions" [[2A01 – Core Values](#)]. All of these practices, processes, and partnerships operate within guidelines outlined by the Higher Learning Commission, the Board of Trustees, the United States Department of Education, Federal, State and other accrediting and professional bodies, and its own internal policies and procedures. CCKK maintains specific policies on conflict of interest, faculty ethics, nepotism, recruitment and admissions, financial aid, privacy of personal information, contracting, as well as a number of other guidelines, policies, and regulations. These are recorded in a number of official documents, including:

- Board Governance Manual [[2A02](#)]
- Policies & Procedures Manual [[2A03](#)]: Notice of Non-Discrimination, Background Checks, Employment Policies, Sexual Misconduct, Harassment, Conflict of Interest, Nepotism, Red Flags, FERPA, Benefits, IT, etc.
- Strategic Plan [[2A04](#)]
- Faculty Handbook [[2A05](#)]
- Institution Assessment Plan [[2A06](#)]
- Student Handbooks (SPE) [[2A07](#)]
- Student Handbook (SAS) [[2A08](#)] : Weapons Policy, Grievance Policy
- Dual Credit Handbook [[2A09](#)]
- Athletic Handbook [[2A10](#)]: Profanity/Abusive Language, Harassment, Hazing, Drug Use
- Catalog [[2A11](#)] : Notice of Non-Discrimination, Freedom of Expression, Access to Educational Records, FERPA, Copyright, Drug-Free Workplace, Image and Recording Release Statement, Veteran Affairs, State Authorization
- Financial Aid Handbook [[2A12](#)]

Through these documents, CCKK provides its students, administrators, faculty, and staff with policies and procedures informing them of their rights and responsibilities within the institution, including information regarding procedures for receiving complaints and grievances from students and other constituencies. A review of files related to complaints and grievances demonstrates that appropriate offices respond in a timely manner and use contributions gleaned from these communications to improve processes (see Federal Guidelines Report).

To ensure transparency and the preservation of fair and ethical practices, CCK houses minutes to all college-related business in a shared drive. The President's Office maintains record of official Board of Trustee minutes, which are available upon request [[2A13 – Committee Minutes](#)].

Finances

Central Christian College of Kansas maintains a system of checks and balances with its financial operations through a number of internal and external checkpoints. The College follows General Accepted Accounting Principles (GAAP) and conforms to all relevant pronouncements of the Financial Accounting Standards Board (FASB) in presenting its financial statements to the public in a consolidated format. Beyond that, direct assessment and outside consultation inform the nature and structure of policies and procedures. Additionally, through its annual audit process, completed by an independent certified public accounting firm, the College receives pertinent feedback that informs its process. The Board of Trustees also reviews this audit to determine an appropriate response.

Criterion 05 provides further insight and evidence related to Board accountability and finances.

Executive limitations are set by the Board of Trustees, defining the financial powers of the President as well as defining the limitations of the President concerning budgeting and forecasting. These limitations provide accountability concerning the work of the President in his or her management of the College while the Board is not in session. The President is required to submit quarterly compliance reports to the Board [[2A14 – Quarterly Compliance Reports](#)]. On an annual basis, the President submits a budget proposal for Board approval (discussed further in Criterion 05). The Audit and Monitoring Committee of the Board is charged with ensuring that sufficient evidence has been provided to corroborate compliance and that matters of noncompliance are addressed by the Board. In addition, the Audit and Monitoring Committee reviews and accepts the annual financial audit, specifically reviewing the auditor's Opinion and Management Letter to determine further action by the full Board [[2A15 - Audit and Monitoring Committee](#)]. These controls verify the integrity of the College in terms of its financial policies and obligations. The College modifies practices in accordance with any deficiencies identified. The Business Office maintains Auditing Reports and Management Letters, distributing copies to the members of the President's Cabinet and to the Board.

Financial Aid

Partnership with the Department of Education provides appropriate regulation concerning administrative procedures for Federal Student Aid programs. The College receives an annual Financial Aid audit and completes the Fiscal Operations Report and Application to Participate (FISAP). [[2A16 – FISAP Report](#)]. *Specific audit information is available in Criterion 05 and in the appendix of the Federal Guidelines Report.*

In relation to its strategic partnerships with FASolutions and DJA Financial Aid Services, the College ensures integrity and ethical practices by remaining the primary control entity and is solely responsible to draw down funds and disperse aid [[2A17 – FA Contracts](#)]. Partners work with the College to assist in developing financial aid packages and addressing students' concerns. However, the College remains the sole provider for finalizing packages, auditing operations, and disbursing funds.

The institution also maintains integrity with the Department of Education by maintaining Consumer Information and offering public access to student financial services. The College website provides public access to Consumer Information and financial services. [[2A18 –Right to Know](#)]. In 2015, the College forged a partnership with American Student Assistance and the SALT program to strengthen

access to student financial services (evidenced in Criterion 01).

Sources

- 2A01 - Core Values
- 2A02 - Board Governance Manual
- 2A03 - Policies & Procedures Manual
- 2A04 - Strategic Plan
- 2A05 - Faculty Handbook
- 2A06 - Institutional Assessment Plan
- 2A07 - Student Handbook (SPE)
- 2A08 - Student Handbook (SAS)
- 2A09 - Dual-Credit Handbook
- 2A10 - Athletic Handbook
- 2A11 - Catalog
- 2A12 - Financial Aid Handbook
- 2A13 - Committee Minutes
- 2A14 - Quarterly Compliance Reports
- 2A15 - Audit and Monitoring Committee
- 2A16 - FISAP Reports
- 2A17 - FA Contracts
- 2A18 - Right to Know

2.B - Core Component 2.B

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

Argument

In order to ensure that the College presents itself clearly and completely to its students and to the public, the College utilizes a number of communication strategies and resources. Current staff work diligently to ensure that each resource accurately portrays programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

The Catalog serves as the primary declaration concerning:

- Programs & Requirements [[2B01](#)]
- Faculty and Staff [[2B02](#)]
- Costs to Students [[2B03](#)]
- Control [[2B04](#)]
- Accreditation Relationships [[2B05](#)]

In keeping with College policy, the College website maintains a collection of past Catalogs, so that matriculating students can access requirements associated with their year of matriculation [[2B06 – Catalog Access](#)]. In addition, the Catalog outlines transfer policies, international student requirements, information for Veterans and Active Duty personnel, and the status of state authorization agreements. The College website parses out this information on a number of different public facing documents or webpages [[2B07 – Web Communication](#)].

Outside of the Catalog, the Student Portal, the Learning Management System, and the College Website serve as additional sources of information concerning programs, requirements, faculty and staff, costs to students, control, and accreditation relationships. The College maintains a Consumer Information page on its website, to ensure easy access to data and information (evidenced in Criterion 2A). Additionally, the College maintains a data resource room on the web, managed by the Office of Institutional Effectiveness [[2B08 – OIE Resource Room](#)].

Recently, the College engaged TES® (Transfer Evaluation System) from CollegeSource to provide greater and more accurate information to transfer students. In addition, the Registrar's Office is now fully participating in the National Student Clearinghouse, which provides further levels of transparency and accountability.

In the 2013 Comprehensive Self-Study, the College recognized the need to procure marketing personnel to enhance its communicative clarity. The Team Report echoed this need, recognizing the need for clear and consistent institutional branding (Final Team Report – 2013, p.8). In response, the Strategic Plan included the goal of hiring a Marketing Director. The President filled this position in 2016. Currently, the Marketing Director provides oversight for all external facing communications and marketing. This office established branding standards that strengthen the message and clarity of the College [[2B09 – Style Guide](#), [2B10 – Branding](#), [2B11 – Athletic Branding](#)]. This position was key in developing a dynamic virtual experience for online students and is currently guiding the revision of its residential web presence. In addition, the presence of a Marketing Director oversight ensures that

the College presents itself clearly and completely to its students and to the public [[2B12A – Marketing Materials](#), [2B12B - Marketing Materials](#)].

Sources

- 2B01 - Catalog-Programs
- 2B02 - Catalog-Staff
- 2B03 - Catalog-Costs
- 2B04 - Catalog-Control
- 2B05 - Catalog-Accreditation
- 2B06 - Catalog Access
- 2B07 - Web Communication
- 2B08 - OIE Resource Room
- 2B09 - Style Guide
- 2B10 - Branding
- 2B11 - Athletic Branding
- 2B12A - Marketing Materials
- 2B12B - Marketing Materials

2.C - Core Component 2.C

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

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

Argument

Minutes of Board meetings provide evidence that the Board focuses on its fiduciary role and makes decisions that support the College's ability to fulfill its mission. Deliberations of the Board and its sub-committees demonstrate strategic planning and tactical management concerning the educational mission and operations of the College [[2C01 – Board Minutes](#)]. Subjects include:

- Endowment
- Audit Reviews
- Strategic Plan Evaluation
- Debt Management
- Cash Flow
- Presidential Review
- Lifestyle Covenant/Sexual Misconduct
- New Program Approval
- Capital Campaign/Giving
- Composite Financial Index/Financial Health
- Campus Planning
- Auxiliary Operations/Business Ventures
- Campus Safety (e.g. active shooter procedures, gun policy, etc.)

A survey of Board members completed in preparation for the Assurance Argument demonstrates strong internal support for Board structure, policy, and work [[2C02 – Board Survey](#)]. Members support the mission and vision of the College.

Further evidence in 5B1 & 5B2.

In accordance with its policies, the Board maintains an Ownership Committee, strengthening its capacity to review and consider the reasonable and relevant interests of the institution's internal and external constituencies during its deliberations. A review of Board minutes substantiates the claim that the Board seeks input from external and internal constituencies, including the dedication of time at each on-campus meeting to allow a member of these constituencies to share his or her perspective and take specific questions from the Board [[2C03 - Ownership Summary](#)] (*alsodiscussed in 5.B.1*). In addition, the Board hosts special *open events* (e.g. meals, receptions, gatherings, etc.) to allow

interaction with student groups, faculty, and staff. These events occur annually and have included research fairs, triennial presentations, and dedicated meals and breaks.

The Board maintains a conflict-of-interest policy and procedures to ensure 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 Code of Conduct specifically addresses the preservation of 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 [[2C04 – Board Code of Conduct](#)]. Procedurally, all Board members are required to complete a Disclosure Form, identifying any possible points of conflict [[2C05 – Disclosure Form](#)]. In addition to signing the form, the Board preserves its independence by recusing members or asking members to recuse themselves when discussing any issues that may present a conflict of interest.

Board policies clearly create an appropriate separation between the administration of the College and the Board concerning day-to-day management of the College. The Carver Governance Model, which informs the structure and operation of the Board, supports this outcome. As such, the Board maintains that its primary responsibility is to define ends and then support, inform, and evaluate the leadership of the President to ensure the successful completion of those ends. Therefore, current Board structure decrees that day-to-day operations are the role of the administration team. The Board recognizes that oversight of curriculum and academic policies is the role of the faculty, under the direction of the President and the Provost. By its own policy, the Board is restricted from direct influence on or access to the faculty in an official Board capacity, though the College does maintain policies that provide for Board input on certain curricular decisions. [[2C06 – Governance Manual](#); [2C07 – Curriculum Approval Chart](#)].

A review of the Board Governance Manual and meeting minutes substantiates that the Board evaluates and considers the reasonable and relevant interests of the College's internal and external constituents without interfering with the routine operations of the College.

Sources

- 2C01 - Board Minutes
- 2C02 - Board Survey
- 2C03 - Ownership Summary
- 2C04 - Board Code of Conduct
- 2C05 - Disclosure Form
- 2C06 - Board Governance Manual
- 2C07- Program Approval Chart

2.D - Core Component 2.D

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

Argument

The Fit Four model that embodies the mission of the College authenticates the College's commitment to freedom of expression and the pursuit of truth in teaching and learning. Specifically, Fit Mind and Fit Heart speak to these outcomes:

- Fit Mind – Rationally Competent: “illustrated by students who demonstrate...skills to engage in critical thinking and discovery.”
- Fit Heart – Socially Responsible: “illustrated by students engaged in...civil discourse.”

In response, within those boundaries relevant to civil discourse, sound inquiry, and ethical discovery, the College welcomes individuals to learn and share from diverse perspectives and viewpoints, fostering a collaborative learning environment. This approach ensures freedom of expression and the pursuit of truth, while at the same time upholding the distinctive mission of the College to produce individuals of character

The Catalog and Faculty Handbook contain specific statements addressing freedom of expression and the pursuit of truth in teaching and learning [[2D01 – Freedom of Expression Statement](#); [2D02 – Faculty Freedom of Expression Statement](#)]. Moreover, the College maintains systems to address grievances, including the violation of said rights [[2D03 – Faculty Appeals](#); [2D04 – Grievance Policy](#)]. A review of the College Complaint File and Meeting Minutes validates that no record of any appeals or complaints relating to this sub-component exist. Student perception data validates the College's commitment to maintain an environment committed to freedom of expression and the pursuit of truth in teaching and learning [[2D05 – TIGERS Data](#)].

The common template for course syllabi includes a statement supporting freedom of expression [[2D06 – Syllabi Freedom Statement](#)]. The Provost reviews this template on an annual basis with the faculty, reminding faculty members of the importance of including said statements in course documents. A review of Triennial Reports shows that freedom of expression and the pursuit of truth in teaching and learning receives assessment and remains a part of the evaluative process [[2D07 – Triennials-Freedom](#)].

Sources

- 2D01 - Freedom of Expression Statement
- 2D02 - Faculty Freedom
- 2D03 - Faculty Appeals
- 2D04 - Grievance Policy
- 2D05 - TIGERS Data

- 2D06 - Syllabi Freedom Statement
- 2D07 - Triennials-Freedom

2.E - Core Component 2.E

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

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

Argument

Central Christian College of Kansas is committed to providing effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students. The Fit Four Framework aligns intellectual pursuit with social and spiritual responsibility. Training and accountability guide members of the College in the ethical practice of discovery. The Catalog, Faculty Handbook, Student Handbook and individual course syllabi all include statements and policies pertaining to academic integrity. In addition, The College maintains an extensive copyright policy, articulated in the Catalog [[2E01 – Copyright Statement-Catalog](#)] and the Faculty Handbook [[2E02 – Copyright Policy-Faculty](#)].

The School of Liberal Arts and Sciences includes statements about academic integrity and plagiarism in the Catalog [[2E03 – Academic Integrity](#)] and in every syllabus [[2E04 – Academic Integrity - Syllabus](#)]. In addition to this statement, the Community Expectations Covenant [[2E05 – Community Expectations Covenant](#)], signed by every student enrolled in the residential program, addresses integrity. Students first receive instruction concerning the ethical use of information resources during their First Year Experience course (required of all new residential learners). Required as part of the general education core, the two writing courses further reinforce ethical research through the general curriculum and include a presentation by the Library Director, and the course instructor, on plagiarism and the appropriate use of resources [[2E06 – English Course Descriptions](#)]. Instruction on APA, MLA and CSE writing standards also provides reinforcement on the ethical standards concerning the presentation of research. The School of Professional Education mirrors this process with parallel courses and sequencing.

In addition to the statements already described in the Catalog, the School of Professional and Distance Education maintains a Code of Character [[2E07 – Code of Character](#)]. This code of character articulates expectations concerning academic honesty and integrity. Each student signs the form as part of the enrollment process. All new learners complete the Essentials for College Success course, which introduces concepts related to the ethical use of information and research. In addition, at the start of each course, students must verify their understanding of the plagiarism policy by restating the policy, citing the policy, and signing off on their statement before accessing the class [[2E08 – SPE Integrity Prompt](#)]. Online students are also required to participate in student identification verification with a secured username and password.

The enforcement of these policies is primarily the role of faculty members in conjunction with the Academic and Enrollment Office. Faculty members maintain an active Turnitin.com account for classes involving paper submissions. The Faculty Handbook maintains a detailed process addressing appropriate responses to academic dishonesty [[2E09 – Academic Dishonesty Process](#)]. A review of

records demonstrates that the Office of the Provost and the Office of the Registrar maintain files in accordance with the policy.

While not designated a research facility, the College does maintain an Institutional Review Board (IRB) as a standing committee. The primary concern of the IRB is to ensure the integral pursuit of knowledge and to uphold ethical standards associated with research. Faculty, staff, or students participating in experimental research must receive approval of the IRB before engaging in any experiment [[2E10 – IRB Standards](#); [2E11 – Completed IRB Process](#); [2E12 –IRB Application](#)].

In an effort to obtain specific data concerning use of information and its ethical use, the College began participating in Project SAILS (www.projectsails.org), which provides specific data related to information literacy skills, including knowledge about ethical use of that information. Scores collected from 2016 and 2017 show improvement in overall test averages (2016 = 50.7%; 2017 = 60.35%). However, current data sets are too small to calculate valid inferences. Currently, the Library Director is tracking performance to determine if discernable patterns exist.

Sources

- 2E01 - Copyright Statement - Catalog
- 2E02 - Copyright Statement - Faculty
- 2E03 - Academic Integrity
- 2E04 - Academic Integrity - Syllabus
- 2E05 - Community Expectations Covenant
- 2E06 - English Course Descriptions
- 2E07 - Code of Character
- 2E08 - SPE Integrity Prompt
- 2E09 - Academic Dishonesty Process
- 2E10 - IRB Standards
- 2E11 - Completed IRB Process
- 2E12 - IRB Application

2.S - Criterion 2 - Summary

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

Summary

CCKK operates with integrity in its financial, academic, personnel, and auxiliary functions, as evidenced by a governance structure that ensures that the Board of Trustees operates legally, responsibly, and with fiscal integrity. Through its Board governance structure and the organizational structure administered by the President, CCKK operates with integrity in all of its academic functions, regardless of modality or delivery method. Faculty and staff adhere to policies and procedures as outlined in appropriate operational documents, including the ability to modify these policies and procedures to maintain fair and ethical practices.

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 as evidenced by numerous public documents supporting a clear and common message. Modifications to the website and marketing strategies improved CCKK branding and message. College materials (print and virtual) provide details concerning degree requirements, costs, fees, expectations, mission, and other relevant data. The institutional website properly displays the mark of affiliation, as well as other relationships.

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity, as evidenced by an organizational structure that clearly delegates responsibilities concerning the role of the Board and the work of the College. As the *moral owners* of the College, the Board provides missional oversight to the institution, holding the President accountably to the outcomes identified by the Board. In its fiduciary responsibility, the Board approves the budget, evaluates financial stability, evaluates the President, and reviews and considers the reasonable and relevant interests of the College; leaving the management of academic affairs to the work of the faculty

The institution is committed to freedom of expression and the pursuit of truth in teaching and learning, as evidenced by specific policies and practices that are consistent with the unique mission of the institution and the intent of this sub-component. Faculty utilize a common syllabi template, which provides basic language concerning freedom of expression and pursuit of truth. Student surveys validate student confidence in the college's ability to maintain an academic environment that allows for freedom of expression and pursuit of truth.

CCKK ensures that faculty, students, and staff acquire, discover, and apply knowledge responsibly, as evidenced by the presence of formalized structures and services to ensure compliance. Students specifically receive guidance through the curriculum, library resourcing, and web tools. The presence of an institutional review board provides further layers of accountability for students, faculty, and staff.

Areas of Improvement & Action Points

- In preparation for the Assurance Argument, an internal Board survey identified onboarding and internal evaluation as key development areas to increase Board functionality. The Ends

Committee of the Board made official recommendations to the Board in October of 2017 to address these matters. In response, the Board enacted new policy concerning on boarding [[2S01 – October Minutes](#)].

- In preparing the Assurance Argument, researchers identified that the Freedom of Expression Statement used in the School of Professional Education lacked the robust language used for SAS students. In response, the Office of the Provost requested that the Academic Affairs & Assessment Committee include this issue as part of its 2017-2018 agenda [[2S02 – AAAC Memo](#)].

Integration of Turnitin.com with the current LMS makes the submission of work difficult for online and dual credit students. Faculty feedback indicates that use of the system is inconsistent. This is a recognized issue. SPE is currently developing a MOODLE-based program that will enhance the integration of Turnitin.com and therefore necessitate its use for all submissions. SPE estimates full implementation by the winter of 2018.

Sources

- 2S01 - October Minutes
- 2S02 - AAAC Memo

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

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

3.A - Core Component 3.A

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

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

Argument

Central Christian College of Kansas offers numerous degrees at the associate and bachelor levels. These include:

- Associate of Arts
- Associate of Arts in Criminal Justice
- Associate in Aviation
- Associate of General Studies
- Bachelor of Arts
- Bachelor of Arts in Ministry
- Bachelor of Aviation
- Bachelor of Business Administration
- Bachelor of Education
- Bachelor of Elementary Education
- Bachelor of Music
- Bachelor of Physical Education
- Bachelor of Science
- Bachelor of Science in Business
- Bachelor of Science in Criminal Justice
- Bachelor of Science in Healthcare Administration
- Bachelor of Science in Psychology
- Bachelor of Sport Science

In conjunction with these degrees, Central Christian College of Kansas offers various majors, emphases, specializations, and minors.

In order to ensure that programs and related courses are current and require levels of performance appropriate to the degree awarded, Central Christian College of Kansas employs a rigorous approval and review process for all new and current offerings. At the initial stage, all new courses, programs,

and curricular revisions must first receive departmental authorization. Following departmental consent, the petitioner submits appropriate approval documentation to the Office of the Provost for processing. The Academic Office maintains a series of forms specific to the different types of curricular requests addressed through this process [3A01-3A06 – Approval Forms, [3A01 - Form A01- Administrative Approval](#), [3A02 - Form A02 - New Program](#), [3A03 - Form A03 - New Course](#), [3A04 - Form A04 - Change Request](#), [3A05 - Form A05 - Exclusion Request](#), [3A06 - Form A06 - Petition to Pilot Course](#)]. Depending on the specific form and design of the proposal, the sponsoring individual or department is required to provide the following:

- Rationale
- Description
- Mission Alignment
- Budget
- Assessment Plan
- Minutes and documents demonstrating completion of the approval and review process.

Submission of paperwork triggers review and approval as articulated by the Faculty Handbook [[3A07 - Faculty Handbook – Curriculum Approval Process](#)]. These approvals ensure programs are current and require levels of performance appropriate to the degree or certificate awarded.

Once the appropriate body approves revision of the Catalog, the program becomes accountable to the rigorous review process outlined in the Institutional Assessment Plan, including an annual review and a comprehensive evaluation triennially. This allows departments and faculty members to affirm that all related outcomes, courses, assessments, and experiences are current and require levels of performance appropriate to the degree type and industry expectations (discussed further in 4A and 4B).

As part of the original Triennial process (as reviewed by the 2013 Self-Study), each department completed a program review, designed to evaluate courses and programs to determine if they were current and required levels of performance appropriate to the degree or certificate awarded (based on applying Bloom’s Taxonomy). The comprehensive nature of this process proved extremely beneficial, and provided a means for course and programmatic enhancements [[3A08 – Level One Triennials](#)]. The current Triennial process requires departments to address Criterion 3A directly [[3A09 – Level Two Triennials](#)].

In addition to internal processes related to critique and assessment, a number of departments assess curriculum against standards provided by relevant professional organizations. This practice has provided comparative data for departments to bring curriculum into alignment with national and professional standards, even if the departments do not currently seek accreditation through those organizations. This alignment ensures that curriculum represents best practices and is relevant to students seeking vocations or continuing education in that area. In addition to entry requirements for graduate programs, examples of professional organizations used for comparison also include:

- American Alliance for Health, Physical Education, Recreation and Dance
- American Chemical Society
- American Psychological Association
- American Red Cross
- Association of College Research Libraries
- Federal Aviation Administration
- Free Methodist Church of North America
- Institute of Managerial Accountants

- International Society for Technology in Education
- Kansas State Department of Education
- Medical Group Management Association-American College of Medical Practice Executives
- Modern Language Association
- National Association for Sport and Physical Education
- National Association for the Advancement of Science
- National Standards of Music Education
- North American Society for Sport Management
- Society for Decorative Painters

Outcomes

The Catalog serves as the public record of all approved and modified outcomes [[3A10 – Program Outcomes](#)]. The college website also articulates departmental and programmatic outcomes [[3A11 – Departmental Outcomes](#)].

The Faculty Senate approves all courses. Additionally, the Academic Affairs and Assessment Committee reviews all programs to ensure consistency and quality.

Courses developed by the School of Professional and Distance Education, which provides oversight of online curriculum, follow a course design process to assure alignment with learning outcomes [[3A12 – SPE Course Design](#)]. To ensure rigor and departmental alignment, department chairs associated with an appropriate residential program review and approve all online courses before implementation into the Learning Management System (LMS).

High schools participating in the College's Dual Credit program are required to adhere to the same academic standards and policies articulated in the Catalog. In addition, high schools must demonstrate adherence to teacher qualifications, curricular rigor, admission and academic progress standards, and curricular sequencing [[3A13 – Dual Credit Manual](#)]. A dedicated staff member (the Director of Dual Credit) and the Dean of the School of Professional and Distance Education administrate this process. It is also evaluated by appropriate department chairs, as part of the Triennial review process. Collection of course artifacts occur annually. These artifacts provide a basis through which department chairs and the Director of Dual Credit are able to ensure that local facilitators are adhering to course rigor and stated course objectives.

Sources

- 3A01 - Form A01-Administrative Approval
- 3A02 - Form A02 - New Program
- 3A03 - Form A03 - New Course
- 3A04 - Form A04 - Change Request
- 3A05 - Form A05 - Exclusion Request
- 3A06 - Form A06 - Petition to Pilot Course
- 3A07 - Faculty Handbook - Curriculum Approval Process
- 3A08 - Level One Triennials
- 3A09 - Level Two Triennials
- 3A10 - Program Outcomes
- 3A11 - Departmental Outcomes
- 3A12 - Course Design
- 3A13 - Dual Credit Handbook

3.B - Core Component 3.B

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

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

Argument

General Education

The identification of a core group of classes used to define fundamental learning objectives, outside of a major or emphasis, has long been a part of the history of the College. The last major revision to the General Education core occurred during the institutional transformation from a two-year college to a four-year institution in 2000. The curriculum at that time largely supported the Liberal Studies Major, one of three baccalaureate majors offered in 2000. Since that time, the Faculty Senate approved a number of additional majors, with only minor modifications to the General Education. In 2012, when the Board of Trustees adopted the new mission statement, no revision to the General Education Core followed. This was in sharp contrast to the comprehensive process by which each major/program needed to demonstrate compliance with the mission. Therefore, in 2016, the faculty began the process of evaluating the General Education core.

In the spring of 2017, the faculty completed a review of the General Education framework, resulting in a revised framework for the fall of 2017. This revised framework enhanced missional alignment and clarified the philosophical and pedagogical perspective of the coursework related to the General Education core. The new General Education core (framework) reflects a historical appreciation of Liberal Arts (Trivium and Quadrivium), the College's Wesleyan roots (the Quadrilateral), and the unique mission of the College ([Fit Four](#)) [[3B01 – General Education Description](#)].

While the College maintains two distinct schools (SPE & SAS), the Faculty Senate preferred that the General Education core of both schools remained consistent with each other. As such, the two schools follow the same framework, although specific coursework or credit hour requirements differ based on the unique nature of the constituency targeted [[3B02 – GE Comparison SAS-SPE](#)]. In the same manner, distinctive degree programs (e.g. Bachelor of Arts vs. Bachelor of Science) also exhibit variations in specific requirements while adhering to the same fundamental General Education

framework [[3B03 - GE Comparison - Degrees](#)].

Criterion 04 provides further insight concerning the assessment of General Education.

Collection, Analysis, and Communication of Information; Contribution to Scholarship

Each degree program provides students with the ability to learn and apply skills relative to the collection, analysis, and communication of information. Through the General Education program, students complete a research project through their required composition and communication coursework, becoming prepared to engage in major-related research and skill development. Through their major area of study, students receive additional opportunities to enhance these skills, as well as to develop skills related to inquiry, creativity, and adaptability.

Every program is required to identify an upper-level writing intensive and a capstone experience [[3B04 – Capstones-Writing Intensives](#)], which in some cases can be the same course. Each program determines the most effective writing and capstone experience for its students. This level of flexibility ensures that the student master writing as suited for the program of enrollment (e.g. creativity in the arts, analysis in the sciences, and adaptability in all programs). Since these experiences align with the outcomes of programs, departments provide justification to demonstrate how other programmatic coursework scaffold these experiences.

Where appropriate, students present their work (e.g. juries, recitals, concerts, poster sessions, public presentations, portfolios, etc.) [[3B05 - Capstone Experience Chart](#)]. In the School of Professional and Distance Education, students submit artifacts to include in a Student Showcase [[3B06 – Student Showcase](#)].

As a teaching college, the faculty and students appropriately contribute to scholarship, creative work, and the discovery of knowledge. This may at times be collaborative, as evidenced by music performances, original works (e.g. music recordings, mural projects), and research collaborations (e.g. research methods, poster presentations). At other times, involvement is discrete with faculty presenting personal research, participating in programmatic symposia, and joining in community outreach. Students also contribute through departmentally monitored research endeavors, portfolios, and collections.

Diversity

Over the past five years, enhancements in international recruiting and programming allow the College community greater exposure to human and cultural diversity. Contact with a diverse student body, coupled with a curriculum focused on civility and learning to appreciate diverse perspectives, provides an enriched educational experience. The implementation of the Central Work Program [[3B07 – CWP](#)] and a pathway for undocumented students ensures that socio-cultural diversity also plays a part in how students interpret the world. According to the College Scorecard, 58% of CCKK students receive aid designed for low-income families. The online and accelerated programs enhance age-related diversity. Each of these relate to the Strategic Plan, which has specifically targeted increased diversity [[3B08 – Strategic Plan-Diversity](#)].

Since the General Education program and each department adhere to the Fit Four, diversity and civic engagement remain a focus in curricular development and assessment. Examples of this influence on the curriculum include:

- Inclusion of Cross-Cultural Communication class for online students

- Use of diverse placements for student-teachers during field experiences
- Continued support of study-abroad and mission experiences
- Inclusion of diverse authors, readings about diversity, and specific assignments embedded in general education courses.
- CCCK has upgraded the position of International Student Coordinator to full-time to recruit, enroll, and support international students

The same is true for co-curricular programming, which also designs programming around the Fit Four. Specific events include:

- International Food Night
- Film & Discussion Night about race and race relations
- International Film Nights
- Recognition of international holidays in the Dining Hall
- Multi-Cultural Awareness Week
- Establishment of International Lounge
- Minimalism Challenges to create socio-economic awareness
- Cultural engagement with local schools [[3B09 – Cultural Exchange](#)]
- Multi-Cultural Student Organization
- Diverse Chapel and Convocation speakers and themes [[3B10 – Chapel Schedule](#)]

Additionally, the administration provided additional opportunities to elevate the role of human and cultural diversity of the world in which students live and work. Recent professional development opportunities include:

- Diversity training, with Bishop Roller (former Latin America Area Director for Free Methodist World Missions)
- Campus-wide colloquium on racial diversity, with RF Loggins Ministries
- Faculty & staff diversity training during summer workshop

Core Component 1C provides further discussion and evidence related to diversity.

Sources

- 3B01 - General Education Description
- 3B02 - GE Comparison SAS-SPE
- 3B03 - GE Comparison - Degrees
- 3B04 - Capstone-Writing Intensive
- 3B05 - Capstone Experience Chart
- 3B06 - Student Showcase
- 3B07 - CWP
- 3B08 - Strategic Plan-Diversity
- 3B09 - Cultural Exchange
- 3B10 - Chapel Schedule

3.C - Core Component 3.C

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

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

Argument

In keeping with its mission, Central Christian College of Kansas maintains the faculty and staff needed for effective, high-quality programs and student services, evidenced through faculty credentials, student to faculty ratio, professional development, and ongoing assessment of faculty efficacy.

Currently, the student to faculty Ratio is 1:14 for the residential campus and 1:21 for online programming. These ratios allow for the enhanced curricular and co-curricular expectations of faculty members. For residential faculty, this includes advising and mentorship to students, as well as assessment and curricular oversight for the institution. Online facilitators also provide a vital service through coaching, instruction, and guidance. Faculty retention is at a three-year average of 91%, providing significant continuity to the curriculum and advisement.

According to the HERI-Faculty Survey, overall job satisfaction is slightly higher than comparison groups (78.6% Satisfied vs. 73%). Additional data suggests that faculty members have a higher level of satisfaction with Autonomy, Teaching Load, and Support. While faculty members remain concerned about compensation and departmental budgets, they report less stress, greater satisfaction with departmental leadership, greater appreciation for shared governance, and a higher sense of value than those at comparative institutions. These data suggest an engaged and participative faculty [[3C01 – HERI Report](#)].

The Office of the Provost is responsible for the auditing of faculty files. This includes working with the School of Professional and Distance Education to ensure that all online facilitators and dual credit instructors meet credentialing requirements [[3C02 – Faculty Credentialing](#)]. A review of current faculty finds that all residential faculty met minimum credentialing requirements. Two dual credit instructors do not have the requisite subfield qualifications, as articulated by the Faculty Manual. The College received authorization from the Commission to work with these faculty members as they

make progress meeting these requirements [[3C03 – Dual Credit Extension](#)].

Faculty Evaluation & Professional Development

Each full-time faculty member is required to submit an annual report of all professional development and content expertise, activities related to instructional delivery and instructional design, and scholarly advancement and institutional service [[3C04 - AD01 – Annual Report](#)]. This allows leadership to affirm if faculty are pursuing professional development opportunities that keep them current in their disciplines and adept in their teaching roles [[3C05 - 2017 AD01 Reports](#); [3C06 – 2016 AD01 Reports](#); [3C07 – 2015 AD01 Reports](#); [3C08 – 2014 AD01 Reports](#)].

At the conclusion of each course (residential, online, and dual credit), students submit a teacher evaluation (T.I.G.E.R.S.) [[3C09 – TIGER Forms](#)]. Faculty and Department Chairs receive results [[3C10 – TIGERS Results](#)] and the Data Book maintains a historical record to track trends [[3C11 – TIGER Data Book](#)]. Data gleaned from these evaluations help inform professional development topics specific to teaching methodology and pedagogy (e.g. Student Learning, Critical Thinking, Student Engagement, Use of Rubrics, etc.). In addition, the Office of the Provost provides tools for peer-evaluation, self-evaluation, evaluation of the department chair, and evaluation by the department chair [[3C12 – Evaluation Forms](#)]. Department chairs utilize these tools as part of the Triennial process, which requires them to respond to Core Component 3C.

The College maintains a Professional Development committee as part of its standing committee assignments. Based on input from faculty and end-of-year reports, the committee presents a number of professional development opportunities each year [[3C13 – Professional Development Opportunities](#)]. With the adoption of lecture-capture, faculty and Staff can now access and review professional developmental opportunities. In addition to departmental funding, the Office of the Provost entertains special requests for professional development opportunities.

On an annual basis, the School of Professional and Distance Education (SPE) offers professional development opportunities [[3C14 – PD Example Session](#)]. The last three professional development addressed topics such as the Fit Four, Faculty Engagement, Information Literacy, and Tutoring. The Associate Dean chooses the focus of these opportunities based on assessment data and feedback received from students and faculty. An analysis of historical data suggests that targeting professional development this way results in improved faculty performance scores [[3C15 – PD Data](#)]

SPE leadership reviews participation data at the conclusion of each professional development opportunity, helping to streamline and improve future events [[3C16 – PD Summary Report](#)]. In addition, the college hosts a Summer Workshop just prior to the beginning of each academic year, which addresses a number of operational and instructional issues [[3C17 – Workshop Agendas](#)]. With the employment of lecture-capture technology, many of these events are now available to the wider constituency, enhancing access to professional development resources.

The College provides additional resources for professional development, including a Tuition Assistance Program, Professional Development Grants, and Sabbaticals [[3C18 – PD Policies](#), [3C19 Professional Development Grants](#)]. Four members of the current faculty are completing doctoral work through the Tuition Assistance Program. Two others completed their doctoral degrees since the last Commission visit. The current budget allocates \$23,000 to fund this program, which includes faculty and staff. Professional Development Grants largely fund attendance at special conferences or colloquia that fall outside of normal budget resources. Departments also designate budgetary resources for professional development, further supporting the assertion that the institution supports faculty professional development.

Core Component 5A provides further evidence that the institution supports professional development.

Faculty Accessibility

The Faculty Manual specifically clarifies policy concerning availability of full-time faculty members, mandating that faculty post office hours. A random sample of faculty offices demonstrated compliance with the policy [[3C20 - Office Hour Audit](#)]. Additionally, faculty (including adjuncts) provide contact information in syllabi and the Learning Management System to their students.

According to the course-level student surveys (TIGERS), residential students attest to the accessibility of instructors, indicating responses to the question, “My instructor was accessible to students outside of class,” (2013 = 4.52, 2014 = 4.21, 2015 = 4.21, 2016 = 4.32 – out of five points possible). Online students also demonstrate a high regard for instructor accessibility, with a three-year average TIGER Rating of 4.68.

Staff Training

Full-time faculty serve as academic advisors. This ensures that advising is relevant and informed in light of the curriculum, which the faculty also manage. Members of the Student Success Office (writing center, tutoring, ESL, etc.) go through the same hiring process as faculty members and must meet similar benchmarks related to educational and experiential qualifications. As already highlighted, faculty receive numerous opportunities for professional development, including opportunities related to their role as advisors. The Catalog records teaching credentials [[3C21 - Faculty Credentials](#)].

In addition to internal staff, the College collaborates with some external organizations to provide high quality services. These include dining services, maintenance, financial aid, tutoring, and bundled services for online students (marketing, admissions counseling, and student success) [[3C22 - Service Partners](#)]. This is a strategic choice considering the geographical resources of the residential campus. The engagement of these highly qualified resources preserves CCKK’s commitment to offer excellent support services, in alignment with its personnel and budgetary resources.

Those services that do not utilize an external partner (e.g. residence life, student activities, campus-based financial services, etc.) also demonstrate requisite credentials to offer quality services. Job postings outline experiential or credentialing conditions needed for positions, and serve as a filter in the hiring process.

Core Component 5A provides further evidence of staff professional support and development.

Sources

- 3C01 - HERI Report
- 3C02 - Faculty Credentialing
- 3C03 - Dual Credit Extension
- 3C04 - AD01-Annual Report
- 3C05 - 2017 AD01 Reports
- 3C06 - 2016 AD01 Reports
- 3C07 - 2015 AD01 Reports
- 3C08 - 2014 AD01 Reports

- 3C09 - TIGERS Forms
- 3C10 - TIGERS Feedback Form
- 3C11 - TIGERS Databook
- 3C12 - Evaluation Forms
- 3C13 - Professional Development Opportunities
- 3C14 - PD Example Session
- 3C15 - PD Data
- 3C16 - PD Summary Report
- 3C17 - Workshop Agendas
- 3C18 - PD Policies
- 3C19 - Professional Development Grants
- 3C20 - Office Hour Audit
- 3C21 - Faculty Credentials
- 3C22 - Service Partners

3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

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

Argument

The College recognizes the unique nature of its student populations, comprised of dual credit students, residential students, and online learners. Even within these, there is greater specificity such as, international students, student athletes, at-risk students, etc. As addressed in Criterion 3C, CCKC utilizes strategic partnerships to provide specialized support services for different student populations. Examples of unique support services include 24/7 tutoring services (Tutor.com), tech support for online students (DialogEDU), transcription services for ADA students (Panopto), and registration services for dual-credit students (Dual-Enroll).

The College continually evaluates services, modifying or initiating them, as is necessitated by the unique demands of any given population. An example of these enhancements include the recent implementation of lecture-capture services (Panopto). While posing a significant commitment of budgetary and technical resources, assessment of student need demonstrated a demand for the service, such as:

- Student-athletes missing courses due to travel or games
- ESL/International students wanting to review notes or interact with coursework at different paces
- Tutoring and Academic Success Services staff having direct access to course content
- Increased resource base for Subject Matter Experts building online courses
- Instructors and adjuncts needing to augment course material (e.g. dual credit faculty accessing lectures from on campus, online faculty wanting to augment course material)

Processes for Directing Students & Academic Advising

In 2017, CCKC participated in the NSSE Academic Advising Topical Module. Results showed that CCKC remains in alignment with the 335 other participating institutions, with no scores significantly below national averages [[3D01 – NSSE – Academic Advising](#)]. CCKC scored significantly above other participants on the following:

- During the current school year, to what extent have your academic advisors...helped you

understand academic rules and policies? ($p < .05$).

- During the current school year, how often have your academic advisors reached out to you about your academic progress or performance? ($p < .01$)

That and the fact that 88% of persisting students graduate within four years further supports the assertion that CCK provides academic advising suited to its programs and the needs of its students.

In the School of Liberal Arts and Sciences, the College utilizes GPA & ACT as the primary means through which students receive evaluation for course placement. Advisors use English scores to prescribe entry into the appropriate English class. ACT Math scores pre-determine an appropriate math course. Beyond these, CCK uses a composite score derived from the GPA and ACT. Using this score and the incoming transcript, the Director of Student Success and Vice President of Enrollment determine at-risk students, resulting in additional layers of placement.

In the spring of 2014, the faculty approved an ESL program. In addition to these requirements; the College requires international and ESL students to complete a TOEFL. Scores on this assessment provide data needed for placement in courses. Since the 2013 Commission Visit, CCK enhanced its ability to provide learning support and preparatory instruction to address the academic needs of its ESL students. This program, while sufficient for the population of 2014, required enhancements as the need for ESL education increased. In 2016, the faculty approved an expanded ESL program, including remedial (0-level) coursework. In the fall of 2017, the Academic Success Center hired an ESL instructor to cater to this growing need [[3D02 – ESL – Gateway](#)].

The School of Professional and Distance Education evaluates each student's incoming GPA (high school or transfer). Staff uses this information to prescribe courses. Currently, students with an incoming GPA below 2.00 complete a series of four required courses (Pathway Program). These courses progressively introduce the rigors of the college experience, while also establishing essential skills needed for online engagement and academic success.

In addition, the School of Professional and Distance Education requires all students to complete a course entitled Essentials of College Success [[3D03 – Essentials Overview](#)]. This course, informed through student comments and faculty feedback, provides students with foundational knowledge, skills, and abilities designed to enhance academic success. As part of this course, which is also required in the Pathway Program described above, students complete a series of personal inventories [[3D04 – SmarterMeasure](#)]. These inventories provide feedback valuable to the student, instructor, and advocacy team concerning strengths and weaknesses of students, and aid in the process of directing entering students to courses and programs for which the students are adequately prepared.

The College also utilizes prerequisites as a way to ensure that students have adequate preparation. The Student Information System (SIS) enforces prerequisites so that students do not register in a course without meeting the prerequisites. Students may seek an override by petitioning an appropriate department chair. Prerequisites apply across modalities. The Catalog records prerequisites [[3D05 – Prerequisites](#)].

Faculty utilize one of two student-risk processes to engage additional resources for students struggling to meet satisfactory progress. For online facilitators, this includes the use of an Early Alert Report (EAR) [[3D06 – EAR](#)] submitted to the student advocacy team. This action triggers an outreach process. Residential faculty utilize the Student Risk report embedded in the SIS [[3D07 – Student Risk](#)]. After a faculty member files this report, the Student Development Office alerts the student-risk team (e.g. coach, resident director, advisor, and the student success staff). Depending on the level of risk, this team utilizes different interventions [[3D08 – Risk Process](#)]. In addition to these processes,

CCCK completes an analysis of all student performance at the end of each semester to determine satisfactory academic progress [[3D09 – SAP](#)].

Infrastructure

The library maintains over 35,000 resources, including print books, periodicals, audio/visual materials, and equipment (projectors, tripods, calculators, headphones, etc.) [[3D10 – Library Annual Report](#)]. In 2016, CCCK obtained a donation of over 1,000 books on the Presidents of the United States (from Washington to Obama) and politics in general. These resources support the expanded general education course, *History, Civics, and Social Responsibility*. Briner Library participates in the statewide interlibrary loan program, increasing accessibility beyond current holdings. In addition, the Library provides access to approximately 100 online databases. Budgets for databases increased 75% since the last site visit. Students not in close proximity to the CCCK library utilize a number of virtual entry points provided for online and distance learners (e.g. website, student portal, links in the LMS, etc.).

Greer Auditorium and the Warehouse serve as the primary spaces for public performances. However, a number of other locations supplement these resources (e.g. Black-Box Theatre, Mudhole, Plaza, and the Free Methodist Church). To enhance offerings related to the humanities, CCCK recently renovated the exterior of the Contemporary Christian Music building and completed a building renovation project, providing a home for art offerings [[3D11 – Art Studio](#)].

CCCK maintains three working laboratories in the Mingenback Family Life Center for chemistry, biology, and physics. In addition, this facility contains two lecture classrooms, an animal lab, a greenhouse, and a museum collection of 250 specimens related to courses in zoology, ecology, and general biology. Most of the collection consists of bird and mammal study skins. In addition, the Natural Science Department has access to an additional collection of seashells, insects, and mammal skulls.

The Ed Pyle Sports Complex houses the Sports Science and Health department, which includes the Exercise Science program. This building has a lab equipped for tests to assess resting metabolic rate, maximal oxygen capacity, body composition, muscular strength, endurance, power, and range of motion. The complex also provides space for activity courses, lecture, and experiential learning.

CCCK provides a number of institutional resources and technologies to support students and instructors in their educational endeavors. These include:

- Turnitin.com: Plagiarism identification and grading tools
- Tutor.com: Online tutoring services
- Dialog.EDU/MOODLE: Learning Management System
- CAMS: Student Information Software for registration, transcripts, student-risk tracking, etc.
- Student Portal: Grade management, document retrieval, attendance, etc.
- Panopto: Lecture-capture and student recording studio
- Accessibility: Each classroom is equipped with Wi-Fi access points
- Laptops: IT refreshes laptops on a rotating basis
- Projectors: Projection equipment in all major classrooms, with additional availability for check-out through the library
- Computer Lab: Students have access to computers in the lab and the library, including access to public printers (black/white, color, and large capacity printing)
- Student Success Center: Houses writing, tutoring, career, ESL, and academic services
- Institutional Research: Provides data analysis (EXCEL, SPSS, etc.) for the College constituency

- SurveyGizmo: Assists departments and groups with tools for electronic surveying and data collection

Accessibility is a consistent frustration articulated by faculty, staff, and students. Though IT continues to upgrade bandwidth and access points, the increasing demand for accessibility creates frustration for each population. Controls provide protection during academic hours, guarding usage to ensure that academic interests maintain priority. Currently, the administrative team is investigating possible alternatives. Criterion 5A provides further insight into technological infrastructure,

Clinical Placements

CCKK maintains strong partnerships with local schools and districts to provide high-quality clinical experiences for its education students. Participating principals and supervisors contribute in the assessment of students and the program to ensure that CCKK and local schools maintain a mutually beneficial relationship. The Education Department submits data to the Kansas State Department of Education for regular review.

Effective use of research and information resources

As part of the General Education Program, CCKK requires all students to demonstrate proficiency in writing and research, including the effective use of information resources. These courses expose students to research tools and the effective use of those tools [[3D12 – English Courses](#)].

In addition to these resources, programs with a strong emphasis on empirical and scientific research have increased levels of exposure to the research process. The Natural Science, Social Science, and English Departments have added sophomore seminars to their curricula to enhance basic research skills and introduce students to discipline-specific research considerations and tools. In 2016, the faculty added an APA Writing Seminar course to the Bachelor of Science degree to enhance the effective use of research and information resources [[3D13 – Scientific Writing](#)].

As evidenced in Core Component 3B5, many departments require a research project, final presentation, or extensive research paper to fulfill graduation requirements. Expectations associated with these courses require students to move beyond the basic comprehension and understanding to areas of synthesis, analysis, and evaluation, with growth in critical-thinking and research skills that are beneficial for lifelong learning and career success.

The Institutional Review Board (IRB) is a standing committee designed to authenticate research and assist with the ethical use of research. The membership of this Board includes credentialed faculty familiar with the research process.

Core Component 2E1 discusses the IRB further.

Briner Library is committed to assisting students in developing effective skills in research and use of resources. The Library Director offers training in the use of the campus library, online databases, and the library catalog to support research in all academic disciplines. The library makes research materials available to students. Resource options include in-house library materials, library-supported databases, and interlibrary loan. The library staff submits annual reports reflecting usage data (3D10).

Online and Dual Credit enrollment students have access to the library via online databases. An orientation course, available prior to enrollment, provides online students with an introduction to library resources. Dual Credit students have direct access to local libraries with the CCKK library

assisting local librarians, as needed.

Professional development concerning the effective use of information resources supports faculty engagement on the issues. This includes access to tools and resources [[3D14 – Literacy PD](#)]. In addition, the Library maintains virtual tools to support the effective use of information resources [[3D15 – Library Resources](#)].

Sources

- 3D01 - NSSE - Academic Advising
- 3D02 - ESL-Gateway
- 3D03 - Essentials Overview
- 3D04 - SmarterMeasure
- 3D05 - Prerequisites
- 3D06 - EAR
- 3D07 - Student Risk
- 3D08 - Risk Process
- 3D09 - SAP
- 3D10 - Library Annual Report
- 3D11 - Art Studio
- 3D12 - English Courses
- 3D13 - Scientific Writing
- 3D14 - Literacy PD
- 3D15 - Library Resources

3.E - Core Component 3.E

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

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

Argument

The College bases its programmatic structure on three pillars designed to sustain the mission of the College. These include Curricular, Co-Curricular, and Extracurricular programming. All three pillars strategically align with the mission of the College:

- Fit Hearts (Cultural & Relational): Student Life, Student Clubs and Organizations, Concerts, Dorm Meetings, Mission/Service Projects, Diversity Week, Theatre Productions, Guest Performances, Clubs
- Fit Souls (Spiritual and environmental): Chapel, Missions Trips, Vespers, Small Groups, Prayer, Devotions
- Fit Minds (Intellectual & Psychological): Study Abroad Opportunities, Honor Societies, Lectures/Colloquia, Convocations
- Fit Bodies: Athletics, Intramurals, Orientation, Career Fairs, Work Program

The Office of Student Development is the primary source of many of these offerings. It maintains a Residential Life Director and a Campus Life Director (formerly called the Campus Pastor and Director of Experiential Learning). These positions work with the Vice President of Enrollment to ensure that co-curricular and extracurricular offerings align with the mission and support the Enrollment Plan.

Athletic programming intentionally aligns with all aspects of the mission and Fit Four model, and plays a vital role in the fulfillment of the mission and enrollment plan. As an extracurricular program, it enhances the student experience by reinforcing character development through a Christ-centered experience [[3E01 – Athletic Programming](#)]. The College hires coaches based on coaching qualifications and ability to serve as mentors. As a member of the National Association of Intercollegiate Athletics (NAIA), CCKK participates in the Champions of Character program, retaining recognition as a Champion of Character institution [[3E02 – Champions of Character](#)]. Recently, CCKK became a member of the Sooner Athletic Conference.

The College is home to a number of student clubs and honor societies. These are encouraged, supported, and funded, as reflected in the Strategic Plan [[3E03 – Student Organizations](#)]. To provide leadership and oversight, the Student Government Association (SGA) retains a Senate, which allows student clubs and organizations an avenue to affect the policy and procedures of the institution. In addition to the administrative structure, SGA provides students with opportunities to be involved on campus, as well as lead and direct campus life. Students are encouraged to accept leadership roles, which shape campus climate and direction. A Student Activities Council (SAC) is a key component to enhancing campus life. SAC provides opportunities for students to interact in a unified manner

through numerous campus-wide and targeted activities.

A primary reason many students choose to attend Central Christian College of Kansas is the opportunity to pursue a college degree within a Christ-centered environment. The Chapel/Convocation Program serves as the primary co-curricular program designed to address this need [[3E04 – Chapel](#)]. Feedback from the NSSE-CCCU survey and the Spiritual Transformation Inventory provided the opportunity to make modifications to this program in light of the mission of the College [[3E05 – C4 Proposal](#)].

Contributions to the Educational Experience

The mission of Central Christian College of Kansas is to provide a Christ-Centered Education for Character. While assessment will continually provide opportunities for improvement, the College asserts that it is fulfilling the claims it makes for an enriched educational environment, as evidenced by data derived from exit surveys from 2014-2017. Eighty-eight percent of exiting seniors associated with the residential program indicate their agreement that the College “helped...develop better character.” Online learners echo this statistic, with 90% indicating that their experience with CCKK “helped...develop better character.”

In addition, students indicate that the College fulfilled its commitment related to the Fit Four, which are identified sub-components of character, as defined by the institution. Data from the 2014-2017 Exit Surveys for SAS and SPE learners indicates:

- 90% of students state that the College provides a quality education academically (Fit Mind)
- 89% of students state that the College provides a quality education socially (Fit Heart)
- 91% of students state that the College provides a quality education spiritually (Fit Soul)
- 83% of students state that the College provides a quality education vocationally (Fit Body)

Data derived from the 2017 NSSE-CCCU Consortium Report and the Spiritual Transformation Inventory supports the assertion that CCKK fulfills claims associated with the mission [[3E06 – NSSE CCCU Report](#); [3E07 - STI](#)]. In both cases, there are specific elements that need enhancement (e.g. student engagement, broader colloquia, connection to community, etc.). However, overall scores affirm that CCKK fulfills claims it makes for an enriched educational environment.

In a recent survey, specifically targeting on-line learners, CCKK students were more likely to say that CCKK has met their expectation (74%) and that they were satisfied with their experience thus far (88%), compared to national averages (67%, 84%) [[3E08 – PSOL](#)]. In addition, CCKK learners significantly agreed that the program challenged them to develop:

- Critical thinking skills (6.72 out of 7) – Fit Mind
- An appreciation for diversity (6.58 out of 7) – Fit Heart
- Spiritual reflectivity (6.49 out of 7) – Fit Soul
- Vocational skills (6.66 out of 7) – Fit Body

The Data Book tracks data related to the outcomes identified by the Board of Trustees. Since these outcomes align with the mission and CCKK’s definition of character, data associated with these outcomes supports that CCKK fulfills the claims it makes in its mission statement [[3E09 – Data Book Outcomes](#)]. Work continues to move current levels of performance from “Proficient” to “Ideal”, as identified in the Data Book. Student comments continue to provide the most significant evidence supporting claims that CCKK fulfills the claims it makes for an enriched educational environment [[3E10 – Comments](#)].

Sources

- 3E01 - Athletic Programming
- 3E02 - Champions of Character
- 3E03 - Student Organizations
- 3E04 - Chapel
- 3E05 - C4 Proposal
- 3E06 - CCCU Report
- 3E07 - STI
- 3E08 - PSOL
- 3E09 - Data Book Outcomes
- 3E10 - Comments

3.S - Criterion 3 - Summary

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

Summary

CCCK's degree programs are appropriate to higher education, as evidenced by type and quality of programs offered by CCCK. In keeping with its current level of accreditation, all degree programs are at the associate and baccalaureate level. Assessment reports and data demonstrate that the programs are up-to-date and require rigor in keeping with the assigned degree level. The faculty maintain appropriate learning outcomes for each program, which remain consistent (or comparable) through all modalities.

CCCK demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs, as evidenced by a pedagogically sound general education program designed around the mission of the College. This mission-aligned program provides the basis for further academic pursuits focusing on academic literacies (e.g. civic, analytical, vocational, Information, etc.) and domains (e.g. science, math, writing, arts, etc.). Each program of study provides opportunities to collect, analyze, and communicate acquired knowledge, skills, and abilities.

CCCK has the faculty and staff needed for effective, high-quality programs and student services, as evidenced by a qualified and engaged team of individuals and normative faculty-student ratios. Faculty oversight and involvement in hiring, ensures that instructors maintain credentials in keeping with teaching assignments and targeted professional development provide for instructional enhancement. Faculty receive consistent feedback through a number of evaluations tools including peer-to-peer, departmental, and student surveys. In response, CCCK offers informed professional development to faculty and staff alike, including the pursuit of additional degrees or specified training, the result of which is a faculty and staff qualified to address the academics concerns of its constituency.

The institution provides support for student learning and effective teaching, as evidenced by multiple programs and the presence of trained staff. Prior to attending CCCK, students begin receiving guidance and resources to ensure college readiness, including advising, which is done by current faculty, ensuring that guidance is informed and relevant. In addition, CCCK maintains an appropriate learning infrastructure, suitable to the academic needs of the programs it offers, including virtual resources to maintain consistency across different modalities and ensure that students receive reliable guidance in the effective use of research and information sources.

The institution fulfills its claims it makes for an enriched educational environment, as evidenced by student statements and adherence to a comprehensive model that informs all curricula, co-curricular, and extracurricular programming.

Areas of Improvement & Action Points

- As identified in the Strategic Plan: KPI 2.15 - Build outdoor athletic complex [2021]
- As identified in the Strategic Plan: KPI 2.21 – Maintain stakeholder (faculty & staff) satisfaction above 85% (IT)
- As identified in the Strategic Plan: KPI 3.11 – Maintain a student success strategy that supports

- accessibility to educational offerings
- As identified in the Strategic Plan: KPI 4.34 – Maintain a Faculty with 65% holding a Doctoral Degree
- As identified in the Strategic Plan: KPI 4.35 – Sponsor an honor society for each program/major
- Consider including a KPI addressing accessibility (internet) in the Strategic Plan. Current KPI's are dated.
- In preparing the Assurance Argument, researchers identified that the School of Professional and Distance Education lacked a formal procedure for final verification of courses. Due to the size and nature of the campus community, designated reviewers received a hard copy of draft curriculum and final approval was the outcome of informal discussions, emails, and signatures on documents. Assurance Argument reviewers requested that the division provide a formalized process/document to strengthen historical evidence of the approval process. *Completed document is now in circulation* [[3S01 – Course Approval Form](#); 3A - AAAC Minutes].
- In the summer of 2017, the School of Professional and Distance Education (SPE) began a migration to MOODLE. As part of the decision-making process, the SPE staff recognized that providing universal access to one Learning Management System (LMS), including dual credit students, would enhance curricular oversight and student performance. When the system launches in fall of 2018 (target), all faculty and adjuncts would share a common LMS, which would also serve as a repository for all student assignments. The LMS would ensure consistency in learning activities (i.e. tests, lectures, learning activities). Local adjuncts would still enjoy the freedom to augment and amplify course material. However, the new LMS would hard-code those aspects of the courses, which are essential for ensuring consistency through all modes of delivery [[3S02 –MOODLE Template](#)].
- As part of the research process for 3C, two online adjuncts did not have the sufficient credentials in a related subfield. In both cases, the appropriate directors addressed the issue prior to submission of the Assurance Argument. In addition, the Academic Affairs and Assessment Committee required the School of Professional and Distance Education to present an audit plan to ensure that all facilitator assignments are in keeping with faculty credentialing requirements. This plan, reviewed by Academic Affairs and Assessment, is currently in place [[3S03 – Faculty Credentialing Action](#)].

Currently, CCK maintains a shared drive (G:Drive) to systematize file sharing, communication, and interaction. With the transition to cloud-based systems, this methodology warrants enhancement, which would improve collaboration and communication. The Marketing Director, IT, and the Office of the Provost are working together to provide expanded services through SharePoint. This much-needed enhancement is crucial for workflow management. Target launch is the summer of 2018.

Sources

- 3S01 - Course Approval Form
- 3S02 - MOODLE Template
- 3S03 - Faculty Credentialing Action

4 - Teaching and Learning: Evaluation and Improvement

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

4.A - Core Component 4.A

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

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

Argument

Program Reviews

In the PEAQ Comprehensive Evaluation Report, submitted after the completion of the 2013 Comprehensive Visit, the team stated, *“Although Central Christian College has developed an institutional assessment plan, the institution has yet to fully implement the Triennial Assessment Report process and is not able to currently demonstrate that all programs are engaged in some form of assessment process used to improve student learning. Further, the institution lacks sufficient evidence of departments and programs engaging in assessment that is focused on stated learning outcomes as well as a more formal documenting of how data are used to make changes, particularly at the curricular levels.”*

The Institutional Assessment Plan (IAP), introduced in 2013, was the first official institutional document codifying the policies, procedures, and personnel related to institutional assessment. Since that time, this document, now on its sixth iteration, supports the Strategic Plan to ensure that the institution maintains a comprehensive and outcome-focused assessment process [[4A01 – Institutional](#)

[Assessment Plan](#)]. The figure below illustrates the core components of the assessment plan, as it pertains to academics.

The comprehensive nature of the Institutional Assessment Plan provides CCKK with the structure to ensure that continuous assessment is part of the culture of the campus [[4A02 – Assessment Diagram](#)]. Through its execution, the campus maintains significant evidence that departments and programs engage in assessment focused on student learning outcomes. In addition, it provides evidence of how data informs curricular enhancement.

The annual faculty review requires that individual faculty members submit specific descriptions of assessment activities and provide evidence for course-level assessment, completed during the prior academic year. [[4A03 – Form AD01](#); [4A04 – AD01-2017](#); [4A05 – AD01-2016](#); [4A06-AD01-2015](#); [4A07 – AD01-2014](#)].

In addition to the AD01, departments also submit an AD03 [[4A08 – Form AD03](#)]. This departmental level report requires evidence of closed-loop assessment [[4A09 – AD03-2017](#); [4A10 – AD03-2016](#)]. Building on these annual reports, departments complete a Triennial Review every three years, resulting in a comprehensive report. Departments complete these reviews on a rolling basis, so that the only three or four departments are engaged in report writing in any given year. Since the inception of the Triennial Review in 2013, the Academic Affairs and Assessment Committee (AAAC), in conjunction with the Office of Institutional Effectiveness, continually modifies the process in response to best practice, professional development, and updates provided by the Higher Learning Commission. The current version intentionally mirrors the Assurance Argument criteria to foster alignment with the assessment process and embed the language of assessment into the culture of the college community [[4A11 – Triennial Matrix](#)]. Once completed, the Provost and the Academic Affairs and Assessment Committee review the report, providing feedback and an opportunity to submit a rejoinder. The Faculty Senate receives these reports as part of its annual agenda [[4A12 – Triennial Reports-V02](#); [4A13 – Triennial Reports-V01](#)].

Each year, the Office of Institutional Research publishes an annual Assessment Data Book, which lists institutional outcomes and department statistics. The last section of the Data Book serves as a repository for departmental data collected through AD01, AD03, and Triennial Reports. The Office of Institutional Effectiveness works with departments to adjust the nature of these pages to focus on outcomes. Current departmental data pages directly speak to outcomes, in response to Commission concerns expressed in 2013 [[4A14 – Departmental Pages](#); [4A15 – Department Comparison](#)].

Transfer Credits

The Catalog provides a broad description of transfer policies maintained by the College [[4A16 – Transfer Policy](#)]. The Office of the Registrar, in consultation with Department Chairs, remains the final authority in the evaluation of all credit [[4A17 – Transfer Examples](#)].

In 2017, CCKK joined the Transfer Evaluation Service (TES). By doing so, CCKK is now able to provide greater consistency and transparency in the transfer evaluation process, which is beneficial to both the institution and the student.

CCKK maintains articulation agreements and policies to assist students in the transfer process. Category Three in the transfer section of the Catalog provides public notice of the articulation agreements currently maintained by the College. A link to this information is on the College's Consumer Information webpage, in compliance with federal regulations.

Prerequisites, Rigor, and Expectations for Learning

The Faculty Senate serves as the primary authority related to prerequisites, rigor, expectations for learning, access to learning resources, and faculty qualification. This is true across all modalities, partnerships, and offerings. This ensures that the institution maintains and exercises authority on all curricular matters. The Faculty Senate maintains three standing committees designed to assist the faculty in the oversight of these elements. The faculty recently expanded from one standing committee to three in response to the growing complexity of the College. This modification increases the ability of the Faculty Senate to respond to needs. It also enhances shared governance and diversity of insight. All matters proposed by any committee must receive ratification by the Faculty Senate before becoming official policy [[4A18– Faculty Senate](#)].

The curriculum review process discussed in Criterion 3A provides the system whereby all prerequisites, rigor, and expectations for student learning find oversight through the Faculty Senate. The Faculty Handbook outlines the process for curricular development or modification [[4A19 – Curricular Process](#)]. Based on these guidelines, faculty members review all curricular issues. These include:

- An A02 form: Proposal for New Program is used for proposing a new major/degree, minor, emphasis/concentration [[4A20A – Completed A02 Forms](#); [4A20B – Completed A02 Forms](#)]
- An A03 form: Proposal for New Course is used for proposing a new course [[4A21 – Completed A03 Forms](#)]
- An A04 form: Proposal for a Change in an Existing Program is used to change a course level and modify requirements/prerequisites [[4A22 – Completed A04 Forms](#)]
- An A05 form: Proposal to Eliminate Program, Course(s), or Requirement is used for proposing to drop a course, major/degree, minor or emphasis/concentration. [[4A23 – Completed A05 Forms](#)]
- An A06 form: Petition to Pilot Course is a proposal for departments to pilot a course for a semester. If based on the assessment of the piloted course, the department finds it would be advantageous to add to curriculum an A03 form would be completed and proposed [[4A24 – Completed A06 Forms](#)]

The only processes not requiring formal faculty approval are those related to A01 Forms. However, the Provost still reports any actions to the Faculty Senate in case any concerns exist [[4A25A – A01 Forms](#), [4A25B – A01 Forms](#)]. In addition, after review from the Academic Affairs and Assessment Committee, the Provost submits final versions of the Triennials (with comments) to the Faculty Senate for consent. This ensures that faculty members remain cognizant of curricular management.

Faculty Senate approves all individual waivers to articulated requirements that fall outside of the domain of individual department oversight. In addition, the Faculty Senate and Board of Trustees approves all graduates [[4A26 – Official Actions](#)].

Access to Learning Resources

There are several learning resources maintained by CCKK, including Briner Library, the Student Success Center, Tutor.com, Panopto (Lecture-Capture), and Turnitin.com. The library offers access to general and subject-specific databases, interlibrary loan, technology, and access to the Kansas State Library resources. One such resource, Learning Express, provides study guides for subject matter tests, computer skills training, and a career center. The Library Director makes these resources available to all college constituents, providing an annual report to the faculty to ensure accountability to the Faculty Senate [[4A27 – Library Report](#)].

The Student Success Center provides learning support, disability services, career counseling, and writing support. The Student Development Office provides oversight to the center in conjunction with the Academic Office. To assist distance learners, the Success Center and the Library also provide virtual services and tools, such as online tutoring services and writing resources.

To ensure equal access to learning resources, the faculty supported the implementation of the Books4U program. This program, initiated in 2015, provides textbooks for all residential and online students as a part of tuition. It safeguards students who may not have the fiscal resources or ability to obtain learning resources, as well as those who consciously dismiss the need. For residential student, the bookstore distributes books at the beginning of the semester – verifying enrollment. Non-residential students have books shipped directly to their mailing address, prior to the start of each course.

Faculty Qualifications

The Faculty Handbook articulates policy concerning faculty qualifications and hiring processes [[4A28 – Faculty Qualifications](#)]. These guidelines provide the structure through which the institution maintains authority over faculty qualifications, including dual credit and online adjuncts. Also addressed in Criterion 3A and 3C, Department Chairs remain the primary authority over instructor verification and appointment for dual credit and online instructors. The Provost works with department chairs to fill residential vacancies.

Dual Credit

CCKK maintains membership in the National Alliance of Concurrent Enrollment Programs (NACEP), which helps inform the policies and procedures needed to ensure best practice in the operation of dual credit offerings. To assist in this process, CCKK employs a Dual Credit Director to oversee the dual credit program and act as a liaison between the local schools, residential faculty, and local adjuncts. The Dual Credit Handbook specifies the policies, procedures, and standards that guide the program [[4A29 – Dual Credit Handbook](#)].

Beyond the controls provided through the Dual Credit Director, Department Chairs and residential faculty members provide oversight of the adjuncts and curriculum. All adjuncts receive a final clearance from an appropriate residential Department Chair. In conjunction with Department Chairs and faculty members, the Dual Credit Director delivers updated syllabi (including outcomes, texts, rubrics, assessment descriptions, etc.) to the local adjunct. Where appropriate, the Dual Credit Director also assists in securing additional resources (e.g. tests, assignments, resources, etc.) from the residential faculty, including setting up direct lines of communication and interaction. In cases where a local adjunct requests to make modifications, the Director works with the appropriate Department Chair to authorize any proposed dual credit modifications.

At the end of each semester, the Dual Credit Director collects learning artifacts to provide evidence for each department that dual credit offerings are equivalent in learning outcomes and levels of achievement to the residential curriculum. Departmental representatives review these artifacts to ensure compliance [[4A30 – Dual Credit Learning Artifact Form](#)].

In alignment with Commission best practice, the updated assessment matrix (Triennial) now require departments to address dual credit curriculum and faculty credentialing, specifically. Of the departments completing this updated matrix, only two have dual credit accountabilities. Both departments (Social Science and Music) addressed dual credit in their respective reports. However, the need for further training in how to address these topics is evident.

Specialized Accreditation

Currently, the Education program is the only program leveraging outside accreditation. In the fall of 2017, the Education Department hosted an onsite review with the Kansas State Department of Education (KSDE). The KSDE review team recommended continued accreditation [[4A31 – KSDE Report](#)]. The department is awaiting the final disposition of that recommendation, which will occur in 2018.

CCCK does not maintain any other specialized accreditation, though preliminary investigations are in keeping with the Strategic Plan. Currently, the Business Department is investigating national accreditation.

Graduate Performance

The Office of Institutional Effectiveness relies on two sources to gather data on graduate performance. The first source is the Exit Survey, which provides pre-graduation data about job and graduate school placement. In addition, the Academic Office sends out an alumni survey each fall to capture data points related to students graduating in the prior academic year. The Office of Institutional Effectiveness includes specific data points in the Institutional Data Book. Historical data suggests that graduates feel prepared for advanced study and are finding employment [[4A32 – Graduate Performance](#)].

Until recently, the institution largely relied on alumni surveys, administered by the Academic Office, to gather information about the success of its graduates. However, limited response rates can skew interpretations related to departments. In 2015, the Office of the Provost began to rely on departments to provide additional data, drawing on the connectivity between the department and the individual graduate. Departments include this data on departmental reports, embedded in the departmental section of the Data Book.

In April 2016, the College entered into a reporting relationship with National Student Clearinghouse, to improve accuracy when tracking the status of alumni.

Sources

- 4A01 - Institutional Assessment Plan
- 4A02 - Assessment Diagram
- 4A03 - Form AD01
- 4A04 - AD01-2017
- 4A05 - AD01-2016
- 4A06 - AD01-2015
- 4A07 - AD01-2014
- 4A08 - Form AD03
- 4A09 - AD03-2017
- 4A10 - AD03-2016
- 4A11 -Triennial Matrix
- 4A12 -Triennial Reports-V02
- 4A13 -Triennial Reports-V01
- 4A14 - Departmental Pages
- 4A15 - Department Comparison

- 4A16 - Transfer Policy
- 4A17 - Transfer Examples
- 4A18 - Faculty Senate
- 4A19 - Curricular Process
- 4A20A - Completed A02 Forms
- 4A20B - Completed A02 Forms
- 4A21 - Completed A03 Forms
- 4A22 - Completed A04 Forms
- 4A23 - Completed A05 Forms
- 4A24 - Completed A06 Forms
- 4A25A - A01 Forms
- 4A25B - A01 Forms
- 4A26 - Official Actions
- 4A27 - Library Report
- 4A28 - Faculty Qualifications
- 4A29 - Dual Credit Handbook
- 4A30 - Dual Credit Learning Artifact Approval Form
- 4A31 - KSDE Report
- 4A32 - Graduate Performance

4.B - Core Component 4.B

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

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

Argument

A review of the Institutional Assessment Plan substantiates the claim that the institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning. Significantly revised since the last PEAQ visit, the Institutional Assessment Plan provides a comprehensive and integrated system to operationalize campus-wide evaluation. This plan, in partnership with the Strategic Plan, compels engagement in the assessment of current student performance in order to attain the outcomes articulated by the Board, academic departments, and divisions of the College.

Beyond the four institutionally stated learning goals represented by the Fit Four [[4B01 – Fit Four Outcomes](#)], CCKK articulates learning goals for all of its individual programs [[4B02 Catalog Outcomes](#); [4B03 – Departmental Pages](#)], including the General Education Program [[4B04 – GE Outcomes](#)]. Each of these outcomes ties to an instrument or requirement used to assess that outcome. The departmental section of the Data Book demonstrates that every outcome connects with an appropriate measure used to assess performance.

The rigorous review process (discussed further in Criterion 3A) mandates that proposed programs clearly articulate expected outcomes, including the assessment process and alignment with departmental and institutional outcomes. Ratification of these outcomes begins at the departmental level, followed by action from the Academic Affairs and Assessment Committee, the Faculty Senate, the President's Cabinet, and lastly the Board of Trustees (as appropriate). This process ensures that outcomes of new programs (or modifications made to current programs) align with the mission and outcomes of the institution, as well as guiding resource allocation and strategic planning. Since academic goals link to the outcomes articulated by the Board, CCKK also utilizes these as measures of student learning.

The annual Faculty Report, Departmental Report, and Triennial Assessment process ensure that CCKK uses effective processes for assessment of student learning and achievement of learning goals. At the individual course level, faculty provide annual updates to course-level modifications designed to enhance stated learning outcomes [[4B05 – AD01 Examples](#)].

Building on these course-level evaluations, each department submits an annual report (available in Criterion 4A), which includes data related to departmental and programmatic outcomes. Each department is free to determine the assessment instruments that result in effective measures of student

learning. The faculty assess these as part of the program review process (for new programs) and as part of the Triennial review process, which occurs on a rolling basis. A review of these reports demonstrates that the use of methods such as Major Field Tests, Portfolios, Presentations, and Research Projects represent the types of systems used to assess student learning. Each of these represent best practice related to undergraduate learning assessment.

Outcome data (e.g. tests, assessments, portfolios, etc.) and performance data (employment rates, national testing, graduate program entry, etc.), tied to curricular-defined learning outcomes, are recorded annually [[4B06 – Data Book – Departmental Reports](#)]. These data confirm the appropriateness of the program and identify points of improvement for those that are underperforming. A review of the record demonstrates that since the last PEAQ visit, the Office of the Provost considered 147 formal curricular modifications, illustrating a robust and responsive commitment to keeping courses and programs current and appropriately rigorous [[4B07 – A0 Tracking](#)]. Numerous course-level modifications, as reported in annual instructor and departmental reports as well as Triennial Reports, also illustrate this commitment.

Co-curricular outcomes (also addressed in Criterion 3.E.) receive assessment as part of the evaluation process associated with the Strategic Plan. This is largely due to the nature of co-curricular programs and their relation to the outcomes as defined by the Board of Trustees. Since all co-curricular programming links to the missional outcomes, achievement ties directly to institutional-wide assessments (including the Enrollment Plan discussed in Criterion 4.C.).

Improvements

The Triennial Reports, annual Departmental Reports, AAAC minutes, and Faculty meetings provide ample evidence of enhancements implemented by CCKK, which are designed to increase student learning. The following examples highlight a few modifications illustrating how data informs modifications.

- Due to stagnant Critical Thinking scores (four year average of 71%, four points below ideal), Faculty approved the addition of a new course, entitled *Critical Thought, Literacy & Critique* [[4B08 – Critical Thought](#)]. Faculty added this course in the fall of 2017 and will need the next four years to assess the effect of the course. This is an example of how institutional-level learning outcome data informed institutional change.
- Due to increased enrollment of International and ESL students, Faculty approved a revision of the ESL program, expanding its staffing, budgeting, and role in the curriculum [[4B09 – Gateway Program](#)]. This is an example of enrollment data driving institutional change.
- Results derived from the Major Field Test demonstrated that psychology majors were scoring below the identified benchmark in the area of Learning & Memory (CCC Avg. 38% - Benchmark >45). In response, the department requested that Faculty Senate approve a new course entitled Cognitive Psychology, which would address specific deficiencies identified as part of the Major Field Test [[4B10 – Cognitive Psychology](#)]. Data shows marked increases in this section of the assessment (Pre-2016 = 43%; Post-2016 = 51%). This is an example of how assessment, informed by best practices, informed curricular change to improve student performance.
- Based on pass rates reviewed after each term, the School of Professional Education modified the first course taken by online students [[4B11 – Essentials](#)]. The redesign maintained rigor, but provided greater structure and resourcing to the course build. Prior to the modification, pass rates associated with the first course (Professionalism and Human Performance) averaged approximately 52%. Using data derived from faculty and student feedback, including an updated set of outcomes, a new Subject Matter Expert redesigned the course. Data since that

time show pass rates now exceeding 85%, with a correlating increase in Term 01 to Term 02 retention from 70% to 90%. This is an example of how course-level data (pass rates related to course-level learning outcomes) informed curricular modifications.

- Based on trends in test scores, the faculty charged with teaching Chemistry II adjusted lesson planning to include algebraic review. Student performance on tests moved from an average of 79% to 89%. The faculty member is considering further modifications and course enhancements, based on data and student feedback. This is an example of how course-level data and instructional assessment enhanced student learning.

Each of these processes demonstrate a commitment to educational achievement and improvement through ongoing assessment of student learning built upon a reliance on clearly stated goals for student learning, effective processes for assessment, assessment of achievement related to stated learning outcomes, effective use of information gained from assessment, and participative assessment processes.

Criterion 4.C. highlights additional modifications.

Oversight and Participation

To assist in maintaining the effective collection, analysis, and application of data, and to ensure substantial participation of faculty and other instructional staff members, CCCK relies on the following agents and agencies, as articulated in the Institutional Assessment Plan and the Faculty Manual [[4B12 – Oversight](#)]:

- **Provost:** One of the primary roles of the Provost is to serve as the Director of the Office of Institutional Effectiveness. Since the Provost serves as both Vice President of Academics and as the Executive Vice President, this individual serves as a link between academics and operations. This individual also serves as the Accreditation Liaison Officer with the Higher Learning Commission.
- **Associate Director of Institutional Effectiveness:** The Associate Director oversees all operations related to the collection and analysis of data in order to provide insight, assessment, and recommendations to advance the mission of the college. This individual manages the storage and retrieval systems that will allow for the systematic use of data, including internal and external data used for comparative research.
- **Department Chairs:** In cooperation with the Provost and the Office of Institutional Effectiveness, Department Chairs serve as the primary assessment team for academics. Departments complete annual assessment reports, as well as completing a comprehensive departmental report every three years.
- **Council on Assessment & Institutional Effectiveness (CAIE):** CAIE is the primary administrative team charged with oversight of institutional-wide assessment activities and initiatives [[4B13 – CAIE Minutes](#)]. The council has the responsibility to facilitate the assessment activities of the institution. This includes the development and enforcement of policy, investigation and application of best practices, identification of areas needing analysis, and recommendations for improvement. Realizing that the primary concern for student learning is the responsibility of the faculty, CAIE assists the Academic Assessment and Affairs Committee, allowing the Academic Assessment and Affairs Committee to maintain primary oversight of student learning.
- **Academic Affairs and Assessment Committee (AAAC):** AAAC oversees all academically-related assessment activities. Their primary charge is to guarantee that academically-related assessment activities are consistent and inform the improvement of student learning [[4B14 – AAAC Minutes](#)].

- **Strategic Planning and Oversight Committee (SPOC) & Student-Athlete and Athletic Oversight Committee (SAAOC):** The Faculty Senate maintains these two standing committees to ensure that shared governance informs the operations of the College, including co-curricular and extracurricular concerns [[4B15 – Standing Minutes](#)].
- **Implementation Team:** Understanding that assessment is the responsibility of every individual associated with College operations, the assessment plan assumes that every member of the campus community is a part of the implementation team. Specific individuals and groups include:
 - Board of Trustees
 - President
 - Provost
 - Vice Presidents
 - President’s Cabinet
 - Faculty
 - Staff
 - Directors
 - OIE Officer
 - Office Managers
 - Council on Assessment and OIE
 - Academic Affairs and Assessment Committee
 - Academic Departments
 - Students

Sources

- 4B01 - Fit Four Outcomes
- 4B02 - Catalog Outcomes
- 4B03 - Departmental Pages
- 4B04 - GE Outcomes
- 4B05 - ADO1 Examples
- 4B06 - Data Book - Departmental Reports
- 4B07 - A0 Tracker
- 4B08 - Critical Thought
- 4B09 - Gateway Program
- 4B10 - Cognitive Psychology
- 4B11 - Essentials
- 4B12 - Oversight
- 4B13 - CAIE Minutes
- 4B14 - AAAC Minutes
- 4B15 - Standing Minutes

4.C - Core Component 4.C

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

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

Argument

CCKK demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates as evidenced by the implementation of an informed enrollment plan, data collection and analysis related to enrollment, and data-driven strategic action.

In response to concerns expressed by the evaluation team during the 2013 PEAQ visit, the President's Cabinet developed a comprehensive Enrollment Plan and modified the Strategic Plan to include ambitious, yet attainable and appropriate, retention, persistence, and completion goals.

The Strategic Plan includes specific Key Performance Indicators (KPI) related to enrollment, retention, and persistence [[4C01 – KPIs](#)]. These include:

- **KPI 1.21:** Maintain *an annual* retention rate above 75% [2020]
- **KPI 1.22:** Maintain a persistence rate above 55% [2020]
- **KPI 1.23:** Increasing SAS annual enrollment by 3% annually [2015-2020]
- **KPI 1.24:** Increasing SPE annual enrollment by 12% annually [2015-2020]

Based on data tracked by College Scorecard, the next iteration of the Strategic Plan (version 30) includes an additional KPI [[4C02 – V30 KPIs](#)]:

- **KPI 1.25:** Maintain First-Time/Full-Time retention rate above 65% [2017-2022]

The Strategic Enrollment Management Plan (SEMP), embedded in the Strategic Plan, further elaborates these goals and the accompanying reporting matrix provides data on progress [[4C03 – SEMP](#)]. Currently, the Strategic Plan recognizes four initiatives linked to supporting educational improvement through ongoing attention to retention, persistence, and completion rates. As articulated in the plan, these include:

- Initiative I: Enhance data collection and treatment of findings

- Initiative II: Enhance student persistence through a culture that is focused on academic and social engagement
- Initiative III: Enhance pre-enrollment services
- Initiative IV: Enhance programming to attract and preserve student enrollment

The 2020 Tracking Matrix section of the Strategic Plan illustrates the work and results related to these initiatives (included in [4C03 – SEMP]). In addition, the Data Book maintains specific pages dedicated to tracking the progress of enrollment projections and retention figures [[4C04 – Dashboard Data](#)]. The President’s Cabinet also reviews enrollment data weekly [[4C05 – Cabinet Minutes](#)], as well as completing a comprehensive review of the Strategic Plan on an annual basis [[4C06 – Retreat Minutes](#)]. These data points, and the analyses that flow from them, inform institutional decision-making and improvements [[4C07 – Improvements Table](#)].

At this time, data suggests nominal effects on the School of Liberal Arts and Sciences. Strategic initiatives produced significant increases in annual enrollment over the last two years (an average 5-percentage points over the stated 3% goal). While this is a significant increase, first-year retention slipped from a three-year average of 62% in 2013 to a current three-year average of 59%. The overall residential retention rate remains stable at approximately 80%, made possible through increases in sophomore and junior persistence. CCKK is eager to employ data derived from NSSE and Ruffalo Noel-Levitz to drive future decision-making to improve retention. Successful enhancements in retention will build upon advancements made in other data points.

Initiatives associated with the School of Professional and Distance Education resulted in significant increases in retention and persistence. Term 01 and term 02 retention and persistence figures are averaging above 90%. While data does show that SPE enrollment has sharply declined by 17%, this decrease was a known effect of addressing plummeting retention rates in 2015, which forced CCKK to evaluate current partnerships.

CCKK 100% - Adjusted 4-Year Cohort Graduation rates (36.4%) are just below the average for KICA institutions (38%), and slightly above the median (36%). CCKK’s adjusted 6-Year Cohort (150% time or less) is significantly lower (31%) than other KICA institutions (47% average and 42% median). While attrition from the degree-completion program can explain some of this, improving graduation rates continues to be a focus of strategic enrollment management [[4C08 – KICA Comparisons](#)].

CCKK is eager to employ data derived from NSSE and Ruffalo Noel-Levitz to drive future decision-making. The Enrollment Office and President’s Cabinet are acutely aware of their need to address freshman-to-sophomore retention numbers for SAS. Adjustments in the Strategic Enrollment Management Plan focus on this specific demographic, such as targeted data collection and professional development addressing the current cohort [[4C09 – Cohort Persona](#)]. In the same way, marketing initiatives look to increase enrollment figures for SPE.

Collection Methodologies and Good Practice

One way in which CCKK ensures that the processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs, reflect good practice is through active membership and attendance with organizations that help inform these processes. Examples include the Higher Learning Commission Annual Conference, Association of Christians in Student Development, National Survey of Student Engagement, IPEDs, Student Achievement Measure, the Coalition of Christian Colleges and Universities (including participation in the Collaborative Assessment Project), the National Student Clearing House, Ruffalo Noel-Levitz, the Kansas Association of Collegiate Registrars and Admissions Officers, American Institutes for

Research (AIR), North American Coalition for Christian Admissions Professionals (NACCAP), and the Kansas Independent College Association.

Participation and affiliation with these resources have significantly influenced data collection, reporting, and analysis. The Office of Institutional Effectiveness implemented a number of Data Book modifications since 2013 in response to lessons learned. Examples of modifications related to student retention, persistence, and completion include:

- Departmental data on program retention, persistence, and completion
- Modifications in formulas used to calculate retention
- The addition of 4-year, 6-year, and 8-year completion rates
- A 4-year graduation rate related to persisting students
- Retention & graduation rates for discrete populations (e.g. athletes, race, transfer, gender)
- The addition of Title IV persistence
- A section of the Data Book specifically addressing strategic goals related to enrollment
- Inclusion of SAM, IPED, and College Scorecard in the Data Book

While IPED calculations and results always serve as a basis for analysis, CCKK recognizes that other methodologies provide perspectives limited by IPED's specificity. Therefore, CCKK also relies on data derived from Degree Verify, Student Achievement Measure (SAM), CCCU-CAP, and the Kansas Independent College Comprehensive Survey. Each of these provides data and benchmarking that illuminate different aspects of student retention, persistence, and completion. Participation in SAM provides CCKK with a clearer understanding of how students relate to the college, considering the role of transfers [[4C10 – SAM Data](#)]. Additionally, the College utilizes the College Scorecard as a barometer related to benchmarking [[4C11 – College Scorecard](#)].

In addition to these methodologies, CCKK also maintains a performance dashboard relative to its online program [[4C12 – Performance Dashboard](#)]. This dashboard provides quicker access to trends and risk factors that other methodologies are ill equipped to recognize. The SPE team reviews this dashboard eight times a year, relative to the eight terms in the School of Professional and Distance Education.

Modifications

Data related to student retention, persistence, and completion are not necessarily always useful in informing improvements. Rather, they alert the institution to trends and provide direction for further analysis. To make actual modifications, CCKK relies on targeted assessment to determine the actual factor causing concerns in the enrollment data. From there, CCKK uses these data to make improvements in alignment with defined goals which are appropriate to its mission, student populations, and educational offerings.

These modifications include ways in which data is collected. Since the last PEAQ visit, CCKK investigated ways to improve data collection to enhance decision-making. A major change shifted data collection from internal instruments to external instruments (e.g. Spiritual Transformation Inventory, NSSE, and the SSI/PSOL from Ruffalo Noel-Levitz). While internally-derived instruments provide data, it is difficult to make inferences without the benefit of comparative analysis. This can lead to a false sense of security, which is what recently occurred with the application of the Spiritual Transformation Inventory and NSSE. In both cases, data points relative to spiritual formation and student engagement indicated limitations compared to other like colleges. This was in sharp contrast to internal perceptions, typified with how faculty view student engagement. In response, a series of Professional Development presentations challenged faculty and staff to rethink their understanding

and commitment on these factors [[4C13 – Engagement PD](#)]. Future data will inform if subsequent modifications positively affect outcomes.

Sources

- 4C01 - KPIs
- 4C02 - V30 KPIs
- 4C03 - SEMP
- 4C04 - Dashboard Data
- 4C05 - Cabinet Minutes
- 4C06 - Retreat Minutes
- 4C07 - Improvements Table
- 4C08 - KICA Comparisons
- 4C09 - Cohort Persona
- 4C10 - SAM Data
- 4C11 - College Scoreboard
- 4C12 - Performance Dashboard
- 4C13 - Engagement PD

4.S - Criterion 4 - Summary

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

Summary

CCCK demonstrates responsibility for the quality of its educational programs, as evidenced by a rigorous practice of program review. This includes opportunities for annual and triennial assessment endeavors, ensuring consistency in data collection and analysis. Regular assessment of learning outcomes, using standardized tests, evaluative capstone projects, and other performance indicators, results in continuous improvements designed to enhance student learning.

CCCK maintains thorough and consistent policies related to the awarding of credit. In conjunction with the Office of the Registrar, the Faculty maintains authority on all credit earned (e.g. transfer, CLEP, Prior Learning, etc.), all learning outcomes and curriculum (e.g. residential, dual-credit, online), and is the final author in all faculty credentials (e.g. residential, dual-credit, online).

Currently, CCCK maintains accreditation of its teaching programs through the Kansas State Department of Education. An onsite review in 2017 resulted in positive recommendations for continued accreditation.

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning, evidenced by clearly stated learning outcomes and effective process by which to evaluate the achievement of those outcomes. Through annual and triennial processes, the faculty provide effective oversight of student learning, using data and results to improve student learning and resources.

The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates, as evidenced by a comprehensive Enrollment Plan, embedded in the Strategic Plan. A dashboard provides data and affirms progress related to stated enrollment goals. Additionally, the Data Book provides departmental specific data related to retention, persistence, and completion rate. Recent participation in nationally recognized surveys represents a significant enhancement to data.

Areas of Improvement & Action Points

- As identified in the Strategic Plan: KPI 1.21 – Maintain *an annual* retention rate above 75% [2020]
- As identified in the Strategic Plan: KPI 1.22 – Maintain a persistence rate above 55% [2020]
- As identified in the Strategic Plan: KPI 1.23 – Increasing SAS annual enrollment by 3% annually [2015-2020]
- As identified in the Strategic Plan: KPI 1.24 – Increasing SPE annual enrollment of by 12% annually [2015-2020]
- As identified in the Strategic Plan: KPI 1.25 – Maintain First-Time/Full-Time retention rate above 65% [2017-2022]
- As identified in the Strategic Plan: KPI 4.13 – Gain programmatic accreditation in at least one

- program/major [2020]
- As identified in the Strategic Plan: KPI 4.12 – Gain approval for a Master’s Program through the Higher Learning Commission [2021]
 - As identified in the Strategic Plan: KPI 4.41 – Establish a career service program [2017]
 - When reviewing documents concerning hiring processes, it was difficult to ascertain the scope of the policy. Interviews confirmed the global nature of the policies and procedures. However, in the transition from a purely residential program to expanded modalities, it is helpful for the institution to provide precise language, realizing that there is a residential assumption in play. The Academic Office added or modified language for the 2018-2019 version of the Handbook, in light of these findings [[4S01 – Handbook Updates](#)].
 - Currently the Dual Credit Director collects learning artifacts from each facilitator (e.g. tests, papers, projects, etc.). The Dual Credit Director keeps these on file for residential faculty and Department Chairs to review. However, in preparing this Assurance Argument the review team discovered that internal reviews remain largely limited. While the change in the Triennial Matrix may increase reviews, the review team suggested that Dual Credit Director embrace a more active approach. Starting in the fall of 2017, the Dual Credit Director will no longer maintain artifact files. The Dual Credit Director will facilitate the collection, but departments will now receive these files, providing greater accessibility for review and assessment.
 - When reviewing the Departmental Data Pages in the back of the Data Book, inconsistency in the reporting of graduate data made interpretation difficult. While the Academic Office began relying on departments to provide data that are more precise, the absence of a paradigm caused inconsistent reporting. The 2017-2018 AD03-Annual Report features a new graduate data chart to guide departments in reporting data [[4S02 – Updated A03](#)].

Non-Financial Indicators Supplemental Response

The Commission requested that CCKK specifically respond to Non-Financial Indicators triggered during the 2017 Institutional Update. However, since receiving this communication, the Commission recognized that an error in the data retrieval process inappropriately triggered Indicator 01 (three-year decrease in enrolment of 40% or more) [[4S03 – Non-Financial Communications](#)]. While this action removed the requirement for institutional response, the College offers the following in reply to Indicator 07.

Indicator 07 addresses Weak Graduation/Persistence Rates Compared to Peers. While this Assurance Argument provides specific evidences related to the College’s work with persistence, this section specifically addresses the concerns related to this indicator.

Indicator 07 assesses the strength of the institution’s graduation and persistence rates. Evidence submitted to the Commission suggests that the FTE of CCKK to degrees awarded ratio is in the top 3% of HLC institutions (FTE UG/Degrees = 7.33).

The 7.33 ratio is a reasonable expected outcome of the strategic growth plan adopted by the College in 2010. This plan introduced a number of new programs related to degree completion and online modalities. However, many of these students have not matriculated through to graduation (non-traditional programs are five-years in length).

The School of Professional and Distance Education introduced Criminal Justice, Organizational Leadership, and Healthcare all in the 2011-2012 academic year. These programs did not realize their first full graduates until the spring of 2017, in respective order, dependent upon the launch date of the program. Further confounding the ratio is the fact that SPE is adding other programs (e.g. Psychology), adding to the overall FTE (numerator), but not contributing to the graduation rate

(denominator).

A review of the data shows improving numbers relative to this specific data point, with a 41% increase in diplomas awarded over the past three year awarding cycle.

Sources

- 4S01 - Handbook Updates
- 4S02 - AD03 Update
- 4S03 - Non Financial Communications

5 - Resources, Planning, and Institutional Effectiveness

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

5.A - Core Component 5.A

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

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

Argument

Fiscal

In 2016, CCKK hosted a Focused Visit specifically addressing institutional finances. At the end of that visit, the team concluded, "that the institution has made significant advancement in the stability of finances." Since that time, CCKK has continued this trend. A review of the data associated with fiscal operations provides clear evidence that the institution has the fiscal resources to carry out its mission. The management of these resources resulted in a number of dramatic improvements since the last Commission visit, illustrated below (2017 figures based on audit draft) [[5A01 – Statement of Financial Position – Audit Draft](#)]:

- An 9% increase in total operating revenues, with only a 5% increase in total operating expenses (2013-2014 = \$12,105,128; 2016-2017 = \$13,226,657)
- A 2043% increase in net income realized through supplementary income sources (e.g. day care, coffee shop, etc.) (2013-2014 = -\$13,226; 2016-2017 = \$256,961)
- A 306% increase in results from operations (income-expenses) (2013-2014 = \$169,930; 2016-2017 = \$689,566)
- A 45% increase in net assets (2013-2014 = \$4,083,306; 2016-2017 = \$6,474,737)
- An 11% increase in net endowment assets (2013-2014 = \$4,549,240; 2016-2017 = \$6,139,342).
- A 24% increase in net property (2013-2014 = \$5,661,723; 2016-2017 = \$7,035,088)
- A substantial increase in unrestricted net assets (2013-2014 = -\$2,107,286/2016-17 = \$48,391).

Many of these improvements resulted from an intensified monitoring process related to fiscal management. The administration evaluates the College's financial behavior on a regular basis through

a dashboard analysis of finances, which provides a visual means of assessing data [[5A02 – Dashboard Tools](#)]. These instruments provide an overview of current trends and resources. The goal of this analysis is to determine any necessary corrective action. Additionally, leadership completes an annual budget review during the spring semester to recalibrate spending forecasts for the following year, relative to assumed assets and enrollment projections. This review serves to inform the final stages of budgeting for the next fiscal year and allows the College administration to determine necessary adjustments to practices and budgetary restrictions, modifications, or enhancements. In these ways, the College has stabilized its budgeting process, increased enrollment, and followed advice from an external financial consultant.

Since the last Comprehensive Visit in 2013, CCKK intensified its focus to increase its mission through specific attention to its margin. The goal of this was to move beyond simply having sufficient resources to support its operations, by increasing the margin and allowing for an abundance of resources to support its aspirations. Significant increases in Total Assets is making this goal a reality (2013 = \$11,343,785; 2017=17,643,517) [[5A03 – Asset Chart](#)].

While there is a slight downward trend in Unrestricted Revenue and Expenses over the last two years, it is important to note that the two points move in tandem, affirming that CCKK is not overextending its resources. In fact, CCKK has expanded the gap between revenue and expenses, and through careful monitoring of the budget, has maintained a resource base in keeping with the current needs of the campus. It should also be noted that while the revenue/expense trend looks negative, there is no corresponding trend in the Net Income Ratio, which relies on these data points in its calculation (5A3).

Evidence of increased resourcing is also evident in the significant improvements made to unrestricted net assets. Improvements in fiscal management produced substantial gains in unrestricted net assets [[5A04 – Unrestricted Net Asset Chart](#)]. These gains demonstrate an ongoing and productive commitment to fiscal management, resulting in an improved infrastructure sufficient to support operations.

While much has happened to improve financial management, the Board and the administrative team recognize that surviving and thriving are two different points on the continuum of stability. As such, the Board of Trustees and the administration continue to dedicate time and resources to develop and enhance fiscal stewardship. The Strategic Plan provides direct evidence to this commitment through specific Key Performance Indicators (KPI), which target fiscal resourcing through specific performance indicators and an intentional focus on enrollment management [[5A05 – Fiscal KPI Management](#)].

Historically, CCKK is a tuition-driven institution. During the last Comprehensive Visit (2013), tuition income made up 66% of all revenues. As such, the fiscal health of the institution was largely dependent on enrollment. Even so, the Board of Trustees and the administrative team of the institution are acutely aware of the issues with remaining singularly dependent on enrollment alone. In response, the Board of Trustees established the CCKK Foundation (discussed further in Criterion 5B) and supported the establishment of income-generating enterprises. Currently, tuition income represents 62% of overall revenues, illustrating a marginal, yet noteworthy shift, decreasing tuition dependency as the sole driver of revenue stability.

Currently, CCKK maintains four supplementary avenues of funding that align with the mission and strategic plan. These include:

- Kids Kampus (Day-Care Center)

- Two Tigers & A Truck (Moving/Maintenance Team)
- Kansas Certification and Testing Center
- Heartbeat Coffee (Drive-thru Coffee Bar)

Each of these illustrate creative means through which CCKK provides a means of employment for students, as well as a profitable venture designed to provide additional fiscal resources for operations. While a new venture during the last Comprehensive Visit, the management of Kids Kampus provides evidence of the College's ability and commitment to develop fiscal resources. Returns on that investment have increased 856% since 2013-2014 (\$31,315 to approximately \$300,000 in 2017). This provides direct evidence that CCKK is expanding fiscal resources to support its operations.

Composite Financial Index– Financial Indicator CFI Ranges Supplemental

This section is added in compliance with the Commission request to address CFI ranges, which recently triggered a risk indicator as part of the annual update.

The 2016 Focused Visit specifically addressed finances and strategic planning. As stated in the Focused Report, *“Improving the ratio has been a focus of strategic initiatives approved by the Board and operationalized by College leadership.”* Significant investment in understanding how decision-making and operations affect CFI has resulted in the leadership team's ability to stabilize its CFI. Resulting in a positive upward trend. [[5A06 – CFI Trend Analysis](#)].

As stated in the 2013 PEAQ Comprehensive Report,

“An analysis of the composite ratio and the three ratios used to derive the index score demonstrates that the College would need a change in unrestricted net assets by approximately \$4.5 million in order to begin affecting the Primary Reserve Ratio. Therefore, the College is dedicating current strategies to improving the Net Income Ratio and Equity Ratio, leaving the Primary Reserve Ratio to a long-term strategic initiative.”

Four years later, remaining steadfast in its resolve to achieve this outcome, data suggests that CCKK has made significant progress. As Chart 5A4 illustrates, improvements in the Net Income and Equity Ratio largely explain the stabilization of the CFI, which prior to 2013 demonstrated far greater volatility [[5A07 – Equity-Net Income Ratio Chart](#)]. Most of the current fluctuations in the CFI relate to variabilities in the Equity Ratio.

The Primary Reserve Ratio serves as the crucial barrier keeping the institution from making significant improvements to the CFI, which has remained at -.40 even before CCKK became a four-year college in 2000. Negative numbers associated with unrestricted net assets largely handicapped any movement on this ratio. However, projections from the pre-audit financials and forecasting models suggest that this number will become positive this year (2017) or the next (2018). In other words, CCKK realized a 3.4M dollar improvement in unrestricted net assets since its low point in 2012 [[5A08 – Net Asset Trends](#)]. The nearly 5.5M dollar recovery of Expendable Net Assets (a calculation used in figuring the Primary Reserve Ratio) further affirms CCKK's strategic response to the CFI.

CCKK is working to balance physical assets and financial assets, which will also have a positive effect on the Equity Ratio. A current example of this strategy relates to the recent renovation of the Allmen building, which was a physical asset with no realized financial revenue. In repurposing that building to a day care center, CCKK was able to leverage a physical asset and produce a revenue-generating asset. This type of strategy will have a positive effect on the CFI.

Long-term, the College is committed to shifting from reliance on property, plant, and equipment, to strategic financial investments, which will provide monetary reserves not encumbered by a physical structure. This will provide greater flexibility when unanticipated capital needs demand a response without compromising credit or reallocating resources currently allocated to other initiatives.

A recent study completed by the Council for Christian Colleges & Universities and CapinCrouse (National CPA Firm), that focused on financial ratios and benchmarking, corroborates the improving trend at CCKK [[5A09 – CCCU Study](#)].

Human Resources

CCKK employs approximately 116 individuals to support its mission. The Catalog records these employees, as well as indicates credentials for administrators and faculty [[5A10 – Faculty and Staff](#)]. Employment numbers remain stable, in keeping with enrollment [[5A11 – HR-IPEDS](#)].

The current residential faculty/staff ratio is 1:14. This is a little higher than past years due to enrollment growth, but is in alignment with national averages. To retain this ratio, the Provost is working with departments and the Strategic Planning and Oversight Committee (faculty subcommittee) to identify upcoming faculty hiring. To do this, the committee is conducting an Academic Program Mix analysis (as presented by the Center for Strategic Change – George Fox University).

In a similar manner, and in response to implementation of the Strategic Plan, CCKK secured staffing to ensure that sufficient and efficient personnel support the needed infrastructure. This sometimes required new hiring, modifications in staffing or additional resourcing to support current staff.

Examples of additional staffing include:

- Athletic Trainer
- Athletic Director
- SPE Business Operations
- Associate in Success/Career Center
- Associate Librarian/Director of Archives
- Academic Clerk/Assistant Registrar
- Payroll/Human Resource

One of the most significant personnel modifications aligned with the need to address financial operations. These modifications, which were at work during the time of the Focused Visit in 2016, have had a positive effect on operational efficiency. During the last Comprehensive Visit, a Business Manager, Accountant, Accounts Receivable Clerk, and an Accounts Payable Clerk staffed the Business Office. At the time of this report, the Business Office includes a CFO, Business Office Manager, Accounts Payable Coordinator, Human Resource/Payroll Coordinator, Accountant, and Bursar/Accounts Receivable Coordinator. In addition, the School of Professional Education maintains a position to assist in business-related activities.

Recognizing infrastructure and personnel limitations related to its geographic location, CCKK has strategically collaborated with third-party partners to ensure that the human and technological infrastructure is sufficient to support operations wherever and however delivered [[5A12 – Service Partners](#)]. While not counted as formal employees of the College, the presence of these partnerships sustainably increases staffing and management to key aspects of the College's operations, further providing evidence that CCKK maintains the human resources to support its operations.

Physical

From a capacity standpoint, both the dormitories and classrooms are sufficient for the College's population. For example, for the 2015-16 school year, the occupancy rate was at 84.6% and for 2016-2017, the occupancy rate is at 90.85%. Additionally, the institution maintains supplementary real estate, some of which the College utilizes for housing overflow, as needed. Classroom space has not reached capacity, though the Registrar does cap a number of courses due to limited lab space. However, these limitations do not cause financial hardships, and allow the College to maintain smaller faculty-student ratios.

Enhancements made since the last Comprehensive Visit include:

- Purchase of City Baseball Complex
- Remodeled Art Building
- Remodeled Bookstore
- Rehabbed Contemporary Christian Music Center
- Installed new curtains/teasers in Greer
- Remodeled home to house athletic operations (AD Office and six coach offices)
- Purchased new computers – campus wide
- Rehabbed three local homes for student use
- Purchased five local homes for student use
- Replacement of desks in three classrooms
- Replacement of chairs in two classrooms
- Remodeled Success Center
- Remodeled Maintenance building
- Improved green space/practice fields for athletic practices
- Installed Practice Track
- Repaired several roofs
- Purchased and remodeled Coffee House Property adjacent to campus
- Installed safety crosswalks on Main Street
- Installation of digital signage

The Strategic Plan and Campus Master Plan inform all of these purchases, conversions, and construction projects, which provide tactical management to all development projects related to bricks and mortar [[5A13A – Campus Master Plan](#); [5A13B – Campus Master Plan - Phase I](#); [5A13C – Campus Master Plan - Phase II](#)]. In light of residential enrollment increases, the President's Cabinet commissioned designs for a multi-phase expansion of residential living space. This plan allows the College to meet projected enrollment increases in a strategic and timely manner, without overcommitting resources, and without a matching enrollment sufficient to fund the project.

Technology

The IT governance committee meets monthly to address both current and anticipated needs. A current priority for the committee is the development of a five-year strategic technology plan. As part of the strategic budgeting process, the College evaluates its technology needs, and updates accordingly. Over the past several years, the number of devices per student accessing the wireless network has been increasing, straining the available resources. As a result, the IT Department commissioned a site survey, which noted the locations for optimum placement of additional access points to meet demand [[5A14 – Site Survey](#)]. Interviews with the department affirm that each budget cycle, the department purchases and installs new access points, as indicated by the survey.

As discussed earlier, CCKK utilizes third-party partners to enhance its technological resources. For example, through its partnership with Keypath Education and DialogEDU, the School of Professional Education maintains a robust Learning Management System (LMS). In the same manner, the dual credit program partners with Dual Enroll to ensure a seamless registration process for dual credit students, which would not be possible with the Office of the Registrar alone. Recognizing the needs of its student population, the Success Center expanded tutoring services and collaborated with Tutor.com to ensure 24-7 accessibility and enhance tutor credentialing. In these ways, CCKK overcomes infrastructure and personnel limitations, providing robust technological resources to its constituency regardless of the delivery mode.

In the absence of a full-time security office, IT is working with Facilities to enhance security on campus through surveillance camera and keyless entry technologies. Additionally, IT recognizes increasing bandwidth needs to support both students and staff and has doubled capacity over the last three years. In addition, in 2016, IT included additional bandwidth capacity to enable a rapid doubling if the need arises over the three-year term of service

College leadership also leveraged technology to enhance learning by strategically investing into services that improve access to tools and resources. These enhancements include:

- Virtual tutoring services for residential and online students (Tutor.com)
- Learning Management System (MOODLE)
- Lecture-Capture (PANAPTO)
- Academic Integrity and Feedback System (Turnitin.com)

Resource Allocation

The Strategic Plan serves as the primary guiding document concerning resource allocation, with department and division planning sharing in the responsibility of guiding funds to operations that best support the stated mission and outcomes of the College. All decisions regarding fiscal, physical, and personnel management align with the Key Performance Indicators (KPIs), annual goals, and associated initiatives embedded in the Strategic Plan. In addition, Board oversight and approval of the budget ensures that resource allocation supports the educational purposes of the College [[5A15 – Audit Committee](#)].

The Faculty Senate maintains a standing committee that specifically includes this subcomponent as part of its chartered concerns [[5A16 – SPOC Description](#)]. By assigning the evaluation of this subcomponent to the Strategic Planning and Oversight Committee, the Faculty Senate provides internal oversight concerning resource allocation, further providing accountability that resource allocation does not adversely impact the educational purposes of the institution.

Mission

Criterion One specifically addresses the development and suitability of the mission statement. As discussed in Criterion One, the CCKK adopted the mission of providing a *Christ-Centered Education for Character*. Associated with this mission is the Fit Four Model, which further defines the *Character* component of the mission. With this in mind, the intent of the College is first to provide a Christ-Centered Education and secondly to provide an education that produces a Fit Heart, Fit Mind, Fit Body, and Fit Soul.

The Strategic Plan records institutional goals, as well as specific outcomes and measures, separated into two broad categories:

- Performance Outcomes: Based on the recognized Ends Policy, adopted by the Board of Trustees, the Performance Outcomes represent the ends (outcomes) desired by the Board. These outcomes represent minimum performance expectations for the institution in general. For each Outcome (End) the instrument by which that outcome is measured is provided, as well as the associated minimum standard.
- Operational Outcomes: Based on the Strategic Plan, these directly relate to the infrastructure (buildings, funds, and personnel) required to fulfill the mission of the College and assist the institution in the fulfillment of the Performance Outcomes. In turn, each outcome has specific short-term goals designed to support the outcome.

In order to ensure that any goals associated with the mission statement or elaborations of the mission statement are realistic in light of the institution's organization, resources, and opportunities, the leadership regularly reviews and modifies the Strategic Plan, which includes Mission, Vision, Stakeholder Recognition, SWOT Analysis, Outcome Descriptions, Five-Year Plan, Assessment Overview, and an Enrollment/Retention Plan. A review of the process shows that there have been 29 iterations of the Strategic Plan since its first comprehensive iteration in 2012. Each version illustrates a strategic response to ensure that goals are realistic in light of the institution's organization, resources, and opportunities, in that each update represents modifications made in light of new data, trends, and input from stakeholders.

Where appropriate, each academic department/program has a mission/purpose statement, with aligned outcomes. These outcomes map to the Fit Four to ensure that goals are realistic in light of the institution's organization, resources, and opportunities. The appropriate academic committee reviews program modifications to ensure that decisions and related goals align with the mission and are reasonable in light of the institution's organization, resources, and opportunities.

Staff Qualifications

Criterion 3C addresses additional aspects of professional development related to faculty and staff.

CCKK uses a wide variety of methods to recruit, interview, and hire appropriately qualified staff. The Catalog records the specific educational credentials of the administration and faculty. Job descriptions, maintained by the Vice Presidents, determine specific certifications, licenses, and education levels required for employment. Not all staff positions require the completion of a degree as a bona fide qualification for employment. However, CCKK supports the pursuit of continued education and development through in-service training and professional growth opportunities, professional development grants, the tuition assistance program, and degree assistance and sabbaticals.

When appropriate, the Vice Presidents utilize internal and external recruitment resources such as job listings on Coalition of Christian Colleges and Universities (CCCU), The Chronicle of Higher Education, Diverse Jobs in Higher Education, Association of Christian Schools International (ACSI), as well as local resources. Based on the model of shared governance used by CCKK, committees commonly conduct interviews with candidates and bring recommendations to the appropriate Vice President or director.

All new employees complete an onboarding process [[5A17 – New Employee Checklist](#)]. This process provides a means through which new employees can become familiar with the mission, culture, policies, procedures, and benefits of employment by the College. In like manner, exiting employees complete a process when ending employment [[5A18 – Exit Employee Checklist](#)]. In addition to training, hiring supervisors develop training programs specific to their departments. These programs

include, but are not limited to, a review of professional literature, on-the-job training, professional development seminars, interviews with fellow department employees, and one-on-one sessions with the supervisor. In 2017, the CFO appointed a position to oversee human resources to assist employees with salary and benefit needs. This is the first major step in addressing Key Performance Indicator 2.32 (Strategic Plan).

In addition, the Policy and Procedures Manual (section 2.6) specifies that employees receive a performance review during the 90-day probationary period, and then annually [[5A19 – Performance Review](#)].

Beyond those aspects already discussed herein, the following are examples of ongoing professional development and memberships currently utilized by to ensure that staff are appropriately qualified and trained:

- **Advancement:** Kansas Independent College Association (KICA) Business Affairs and Operations Conference. KICA Alumni Advancement and Marketing Conference.
- **Office of the Provost:** Member of Association of Institutional Research (AIR), EXCEL Training, Project Management Seminar, Administrative Assistant Seminar, KICA Leadership Development Series, KICA: National Student Clearinghouse, Data Analytic Webinar (Pearson), Ruffalo Noel Levitz Persistence and Completion-Rate Training, ACES Instructional Quality Training, Board Development (BoardEffect), Hispanic Culture in American Colleges Colloquia, HLC Annual Conference
- **Athletics:** Member of Golf Coaches Association of America, Rules Webinar, NAIA Coach Associations/Meetings
- **Business Office:** Members of Society of Human Resource Management, Women in the Workplace Seminar, Webinar on Student Accounts, Advanced QuickBooks, KICA Business Meetings
- **Enrollment:** Student Affairs and Development Symposium (KICA), Association for Christian in Student Development Conference, North American Coalition for Christian Admissions Professionals (NACCAP), National Association for College Admissions Counseling, KACRAO, SkillPath Seminars (Leadership, Media Skills, and Office Skills)
- **Spiritual Formation:** Worship Symposium, Worship Renewal Grant
- **Registrar:** Members of Kansas Association of Collegiate Registrars and Admissions Officers (KACRAO) and American Association of Collegiate Registrars and Admissions Officers. KACRAO Annual Conference, Kansas Army National Guard Education Workshop, Veterans Training for Certifying Officials.
- **Information Technology:** CCCU Commission on Technology Annual Conference, KICA Business and Operations Conference, USAF Intelligence Wing Cybersecurity Seminar, Quarterly KanREN Cyber Threats Webinar
- **Library:** Members of South Central Kansas Library Association Annual Workshops), Kansas Library Association Annual Conference, College & University Library Director Services, Private Academic Library Director Services, Kansas Interlibrary Loan Roundtable, Kansas Library Association, Society of American Archivists
- **Financial Aid:** NASFAA National Certification Student Eligibility, NASFAA Student Eligibility, FSA Annual Training Conference, Webinar General Participation Requirements, Webinar Consumer Information; Return to Title IV Funds, DJA webinars and Annual Conference
- **Administration:** CCCU Conference, HLC Annual Conference, Council of Independent Colleges Conference, Association of Free Methodist Educational Institutions (AFMEI) Conference, NCCAA Board, Butterfield Foundation

In addition, the campus as a whole participated in specific professional development related to Active Shooter Training, Title IX Training, Emergency Management Training, Defensive Driving, Drug and Alcohol Awareness, and Diversity Awareness.

Budgeting Process

Under the leadership of the Vice President of Finance and Business Officer Manger, CCKK maintains a well-developed process for budget monitoring and management. It reflects the College's commitment to shared governance and missional outcomes. It is a communal approach with responsibility falling on all major departments and divisions of the College. The CFO, utilizing tools (e.g. Dashboard, Comp4cast CFO Colleague) helps instill monetary reality within the financials of the College.

The budgeting process begins with the collection of departmental and divisional budget requests [[5A20 – Budget Requests](#)]. Cabinet members use this information during the annual spring Cabinet retreat. During this time, the Cabinet analyzes data points, such as enrollment, fundraising trends, financial stability, and other applicable issues. This analysis provides a budget shell through which the Cabinet discusses dollar parameters for each department and division, while also ensuring that strategic initiatives receive consideration. Eventually, the President and CFO design a budget and submit it to the Board for final approval during its summer session. To assist in this process, the CFO utilizes Comp4cast to derive projected income [[5A21 – Comp4cast-NonTrad](#)]. These programs provide income projections through a budget forecasting spreadsheet based on a number of recognized parameters. Between Board approval and authorization day in the fall, the Cabinet carefully monitors retention and incoming enrollment numbers.

To monitor projected revenues and expenses, the CFO continues to leverage the Comp4cast programs, originally used to design the budget. In addition, the CFO provides a weekly dashboard to the Cabinet to ensure that income and expenditures remain in alignment [[5A22 – Financial Dashboard](#); [5A23 – Financial Summary](#)]. Also closely watched are enrollment trends since any budgetary model begins with projected and actual enrollment numbers. Admissions and enrollment are an integral part of the financial planning process and the Comp4cast program considers this fact.

A final part of the budgetary process is the annual audit. Each year, an outside auditing agency, audits the financials of the College. A thorough evaluation is conducted upon the College's finances to ensure that all financial processes are ethical and achieving their intended goals. The audit firm presents suggestions upon the completion of the audit to ensure financial trustworthiness and transparency. The Business Office implements the financial suggestions from the annual audit into the financial practices and policies of the College [[5A24 – 2015-2016 Audit](#); [5A25 – Management Letter](#)].

Sources

- 5A01 - Statement of Financial Position - Pre Audit
- 5A02 - Financial Dashbaords
- 5A03 - Assest Chart
- 5A04 - Unrestricted Net Asset Chart
- 5A05 - Fiscal KPI Management
- 5A06 - CFI Trend Analysis
- 5A07 - Equity-Net Income Ratio Chart
- 5A08 - Net Asset Trends

- 5A09 - CCCU Study
- 5A10 - Faculty and Staff
- 5A11 - HR-IPEDS
- 5A12 - Service Partners
- 5A13A - Campus Master Plan
- 5A13B - Campus Master Plan - Phase I
- 5A13C - Campus Master Plan - Phase II
- 5A14 - Site Survey
- 5A15 - Audit Committee
- 5A16 - SPOC Description
- 5A17 - New Employee Checklist
- 5A18 - Exit Employee Checklist
- 5A19 - Performance Review
- 5A20 - Budget Requests
- 5A21 - Comp4Cast-NonTrad
- 5A22 - Financial Dashboard
- 5A23 - Financial Summary
- 5A24 - 2015-2016 Audit
- 5A25 - Management Letter

5.B - Core Component 5.B

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

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

Argument

Board Oversight

Further evidence associated with Board oversight is in Core Component 2.C.

The Board of Trustees is ultimately responsible for the governance of Central Christian College of Kansas. There is a strong commitment from the Board to provide the necessary oversight, direction, and support to assist the College in the fulfillment of its mission. The bylaws of the College gives the Board of Trustees the responsibility of managing the affairs of the Corporation [[5B01 – Bylaws](#)]. The Board functions under the guidance of the Board Policy Governance Manual [[5B02 – Governance Manual](#)]. Section Four of the Governance Manual defines the Board's role and the manner in which the Board will govern itself.

The current structure of Board governance delegates the day-to-day management of the College to the President, within defined limitations. The Board monitors adherence to these limitations through a quarterly Monitoring Report submitted by the President [[5B03 – Monitoring Report](#)]. In addition, to help ensure that the governing board is knowledgeable about the institution, the President submits a President's Report [[5B04 – President's Report](#)].

The Board meets on a triannual basis in order to accomplish its work. The fall and spring meetings are face-to-face meetings in McPherson, which allows for interaction with the campus community. The other meetings occur virtually. Historically, the Vice Presidents submit written reports for the fall and spring meetings. By Board request, these reports now mirror the *Read Ahead* documents submitted by the Vice Presidents as part of total staff meetings [[5B05 – Read Ahead](#)]. The Board made this request to increase their awareness of campus news and validate the clarity and timeliness of campus communication. Vice Presidents attend the fall and spring campus meetings to provide further clarification or insight, as needed by the Board.

Current Board structure consists of three standing committees (Ends, Ownership, and Audit). These committees facilitate Board oversight regarding the business of the College. During its face-to-face meetings, each Vice President reports to one of the standing committees, which provides insight and guidance when discerning how policy or practice affect the campus. A review of Board minutes provides insight into the scope of issues considered by the board, including academic programming

[\[5B06 – Board Topics\]](#).

Related to its role in accreditation, two additional Board members (in addition to the President and multiple staff) have attended the HLC Annual Conference in order to advance its understanding about the state of higher education and best practices associated with its operations. In addition, the Board hosts a specific training time at each on-campus meeting. These training times provide information and coaching relative to specific work areas. Topics have included Title IX, the Composite Financial Index, Retention and Persistence, Athletics, Accreditation Standards, and Policies and Procedures.

In terms of financial responsibility, the CFO works directly with the Chair of the Audit Committee. This includes the development and annual acceptance of the budget by the Board. Recently, the Chairman of the Board, the Chair of the Audit Committee, and the CFO have engaged with a management consultant and financial analysts on a monthly basis to discuss fiscal management. Minutes of the Audit Committee attest to the Board's oversight of financial policies and practices, including oversight of the budget, debt management, contractual management, and responding to the annual audit (available in Criterion 5A [5A08]).

Recent action by the Board of Trustees established the creation of the CCKK Foundation [[5B07 – Foundation Approval](#); [5B08 – Foundation ByLaws](#)], another major step to further provide fiduciary oversight. This initiative moved restricted (both permanent and temporary) giving management to a Foundation, rather than maintaining restricted giving management under the auspices of Business Office operations. The result is a separation of duties between operational asset management and restricted asset management. This directive was a strategic effort on the part of the Board to create a body specifically dedicated to manage the development efforts of the College and ensure control over auxiliary operations. Through the work of the Audit and Monitoring Committee, the Board retains oversight of the endowment, auxiliary enterprises, and fundraising.

The long-standing partnership between the faculty, staff, administration, and the Board of Trustees continues to be a significant strength of CCKK. This intentional partnership promotes strategic action in areas needing Board support and response (e.g. review of new academic initiatives, assessment of outcomes, LLC development, etc.). The revised Strategic Plan, the Ends Policies, responses to audits, and the Institutional Assessment Plan are all examples of how the Board and administration have worked closely to facilitate change. The continued commitment to shared governance and cooperation has strengthened the bond between the Board and the College. On multiple occasions, Board members entered into the collaborative planning process, or in the spirit of cooperation have served as resources for administrators, faculty, and staff.

Engaging Constituencies

Central Christian College of Kansas has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the College's governance. Specific documents that articulate a number of these policies and procedures include:

- Board Governance Manual
- Strategic Plan
- Policies & Procedures Handbook
- Faculty Handbook
- Institutional Assessment Plan

Through these formal policies, as well as the informal community, CCKK maintains collaborative

opportunities in nearly every aspect of governance.

The Board of Trustees outlines its roles, responsibilities, and method of interaction through the Board Policy Governance Manual. The structure adopted by the Board freedom for the administration team to react quickly to day-to-day challenges and opportunities, while also maintaining its fiduciary responsibility (i.e. budget oversight, mission, outcomes, etc.). To ensure perspective, the Board provides a direct means to interact with different constituents beyond the information provided by the administrative team. Attendance at events, during on-site board meetings, provides time for interactions with students (e.g. chapel and mealtime), and with faculty and staff at specially arrangement receptions. In addition, the Board annually interviews a stakeholder to gain differing perspectives [[5B09 – Stakeholders](#)].

The Policies & Procedures Manual specifically outlines the organizational structure and committee assignments designed to promote effective leadership and collaborative processes that enable the institution to fulfill its mission [[5B10 – Structure and Committees](#)]. These committees provide the means through which the College shares governance of its operations. Committees maintain public minutes on the College's intranet, including those from the President's Cabinet.

The President and the Cabinet lead town hall meetings and strategic planning meetings to communicate achievement, address deficiencies, and allow for open interaction through multiple layers of the organizational structure. The 2016 strategic meeting addressing the Campus Plan is an example of this process. This meeting was open to the public and generated valuable feedback [[5B11 – Campus Plan Minutes](#)]. In addition, Faculty and Staff participate in monthly meetings, which include briefings concerning the work of the leadership team and a time for questions and answers (see 5B05 for the *Read Ahead* brief).

As discussed in Criterion Four, the primary oversight of academic policy, requirements, and processes belongs to the residential faculty members. The Faculty Senate maintains a number of working committees specifically assigned to ensure that stakeholders have a voice in setting academic requirements, policy, and processes [[5B12 – Faculty Committees](#)]. At times, such as new degree programs, administrative and Boar approval is required [[5B13 – Program Approval Chart](#)].

An example of faculty and staff involvement in setting academic requirements and policy through effective structures is the policy of admitting students who do not meet general admissions standards, via provisional admittance. Those students who have a composite score (found through the multiplication of ACT/SAT scores and high school cumulative GPA) of less than 45 are reviewed for admittance through the Admissions Review Committee. This committee, made up of an admissions counselor, Vice President of Enrollment, Director of Success Studies, Admissions Director, and a faculty representative meets to determine whether to admit or deny the applicant. The Provisional Review Committee reviews students' files considering their strengths and weaknesses, and decides whether the College has the needed services to assist the student. If admitted, this committee decides the conditions of admittance [[5B14 – Provisional Form](#)]. For the fall of 2017, the committee denied 10 students and approved 23 students.

At its fundamental level, governance of the College focuses on the students. Entry and Exit Surveys, course surveys (TIGERS), alumni surveys, Student Satisfaction Surveys (SSI & PSOL), and the National Survey of Student Engagement Survey (NSSE) all provide means through which students can articulate feedback. In addition, the campus maintains a Student Government Association to represent student concerns, including access to the President as requested. The Catalog and Student Handbook also articulate processes through which students can address concerns and grievances [[5B15 – Grievance Policy](#)].

Non-residential students do not maintain a form of government, but they are afforded opportunities for feedback, criticism, and comment. The School of Professional Education facilitates this through the LMS, as well as through personal interaction with the student advocacy team. The Director of Dual Credit also facilitates feedback through student assessments and personal interviews with collaborating schools.

Students are also active in creating change in academic policy and procedure through various student senate processes. A recent example demonstrates that Student Senate, working with college officials, were able to respond equitably to student concerns. Students communicated a desire to be more informed of campus wide events through digital means. Student Government approached the marketing department and discovered a mobile friendly solution. Resource allocation supported the release of the *TigerConnect* app, which has allowed students, staff, alumni and friends of the College stay informed and connected.

At the curricular level, students directly informed recent modifications to the Exercise Science program. Feedback from alumni prompted a review of best practices, ultimately resulting in the modification of the program. Currently, the department considers Physics optional, though advisors in the department encourage its completion based on the career or educational path of the individual student. Feedback received through student surveys (TIGER Survey). Student feedback highlighted frustration related to timely return of graded homework. After receiving the low scores on this indicator, the homework schedule was revised. The faculty is studying current TIGERS scores to determine if these modifications result in increased student perceptions scores.

Sources

- 5B01 - Bylaws
- 5B02 - Governance Manual
- 5B03 - Monitoring Report
- 5B04 - President's Report
- 5B05 - Read Ahead
- 5B06 - Board Topics
- 5B07 - Foundation Approval
- 5B08 - Foundation Bylaws
- 5B09 - Stakeholders
- 5B10 - Structure & Committees
- 5B11 - Campus Plan Minutes
- 5B12 - Faculty Committees
- 5B13 - Program Approval Chart
- 5B14 - Provisional Form
- 5B15 - Greivance Policy

5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

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

Argument

Mission Alignment

In response to the suggestions articulated by the Commission as a part of the 2013 PEAQ Visit, the President's Cabinet made a number of modifications to the Strategic Plan [[5C01 – Strategic Plan-2013](#); [5C02 – Strategic Plan-2018](#)], which clearly illustrate:

- Linkages between long-term aspirations (desires) and short-term operational initiatives (expectations)
- Precise outcomes that inform operational policies and procedures, as maintained by each office
- Short-term achievable goals that directly inform budgeting, personnel, and operational planning

These modifications further allowed the leadership to rethink and restructure the Strategic Plan in order to capture the organic reality related to this time of significant transformation for CCKK. A static five-year plan was insufficient to address the immediate need for strategic responses and the establishment of new goals to support growth. The College needed a strategic plan that was flexible and provided reference points for assessment, but could also keep pace with the rapidity of its advancement. The result was a five-year plan that evolves annually. In order to operationalize such an approach, the leadership team consistently reviews the Strategic Plan.

Since the Strategic Plan serves as the driving force and defining document for all College operations (i.e. budgeting, hiring, development, etc.), it calibrates the resource allocation process. In addition, the collaborative budget process, described herein, ensures that missional priorities receive the support and resources needed for effective achievement.

Beyond the customary realities of budget management, examples of resource allocation and mission alignment include:

- KPI 1.11: Investment in properties and business ventures to support improvement of CFI
- KPI 1.21-1.24: Increased funding for institutional assessment to support participation in benchmarked instruments (e.g. NSSE, Ruffalo Noel-Levitz, SSI & PSOL, Spiritual Transformation Inventory)

- KPI 2.14: Enhancements in campus security (e.g. lights, keyless entry, SOAR program)
- KPI 2.31: Modification of salaries for tier-one staff
- KPI 2.42: Allocation of funds for marketing position and marketing resources.
- KPI 3.11: Investment into the Success Center and additional staff (Associate & ESL)
- KPI 4.21: Allocation of funds to hire an Athletic Director
- KPI 4.32: Investment into MOODLE development
- KPI 4.43: Allocation of funds to host diversity event
- KPI 4.54: Allocation of resources to host the President's Roundtable luncheons
- KPI 4.55: Allocation of resources to maintain TODAY magazine [[5C03 – Today](#)].

The Board of Trustees provides an additional layer of accountability. Compliance reports, financial statements, and interaction with the administrative staff keep the Board apprised of mission compliance.

Student Learning, Operations, Planning, and Budgeting

Based on the Ends Policy, adopted by the Board of Trustees, the Fit Four serve as the requisite performance outcomes that define the minimum outcomes used to assess missional efficacy. The Strategic Plan adds operational outcomes to these, with specific key performance indicator to measure progress. In addition, an Enrollment Plan embedded in the strategic plan also articulates key performance indicators and outcomes. All of these apply to curricular, co-curricular, and extracurricular programming [[5C04 – Outcomes](#)].

At its most basic level, CCK demonstrates linkage in the way it seeks to assess the outcomes that serve as the primary measures of performance. Since 2013, CCK improved the instruments used to assess its overall performance. This ensures that the Board, the administrative staff, and the remaining institutional constituents make informed decisions based on reliable and validated data. Improvements include:

- Replacement of the Gateway Spiritual Life Survey with the Spiritual Transformation Survey [[5C05 – STI Proposal](#)]
- Enhancement to the California Critical Thinking Skills Test to ensure consideration of online students
- Addition of NSSE and SSI/PSOL to current Entry/Exit surveys to provide national benchmarking

Through these and other assessment processes, CCK engages in systematic and integrated planning, meeting the needs of its growing constituency. The annual Data Book summarizes operational and performance data, providing measures and trends [[5C06 – Data Book](#)]. In turn, those trends provide insight, affecting strategic planning and ultimately linking student learning outcomes with operations, planning, and budgeting.

Through consistent review and assessment by the administration, faculty, and staff, CCK has improved its forecasting and responsiveness to student learning in order to improve the quality of its educational offerings and ability to respond to future challenges and opportunities. Recent modifications associated with the Success Center best exemplify this reality. Student performance and admissions data demonstrated a slight decrease in historical ACT/SAT scores. In turn, projections concerning data associated with recruiting forecasted that this trend might continue (collected from incoming test scores received through the admissions process). Therefore, a review of budgetary resources resulted in reallocation of funding to enhance facilities and increase personnel related to the Success Center. This included the establishment of a specific course addressing critical thinking, a

learning outcome identified by the Board. A review of academic performance at the conclusion of 2017 demonstrates a decrease in the number of at-risk students facing academic warning associated with Satisfactory Academic Progress (SAP).

Constituencies

As discussed in Sub-Components 1D and 5B, the College goes to great lengths to consider the perspectives of its constituency. From stakeholder input at the Board level, to open town hall meetings, community roundtable discussions, and student surveys and representational government, CCKK provides multiple avenues to ensure input from constituent groups drives planning and management.

The development of the Strategic Plan best provides evidence of this process. The Strategic Plan represents a systemic process that is organic in nature. As such, it requires input to ensure tactical accuracy. Feedback, culled from multiple data sources, provides evaluative perspectives from different constituency groups. Additionally, annual updates to the Strengths, Weaknesses, Opportunities, and Threats analysis (SWOT), provide a means through which the college leadership gathers additional constituent input. Open forums (alumni, students, faculty, and community), trend analysis (local and global), surveys, and targeted exchanges facilitate this process. In turn, the Board, the President, and college leadership respond to this input and adjust planning accordingly [[5C07 – SWOT Comparison](#)].

The development of a Campus Plan also provides further evidence of the importance of constituent input to strategic planning [[5C08 – Campus Plan Feedback](#)]. Recent modifications to this plan also demonstrate ways in which the institution considers the perspectives of all its constituency groups. Entry and internal satisfaction surveys indicate that there is a growing dissatisfaction with dining services and athletic facilities. Strategic planning addressed these concerns in a recent modification to the campus plan, which in turn informed current fundraising efforts. Advancement is working toward raising the funds to enhance the dining and athletic facilities to help improve student satisfaction [[5C09 – Campaign Brochure](#)].

Capacity

Under careful oversight of the CFO, the administration maintains current financial forecasts through 2023. This provides a means through which CCKK can understand its current and future capacity through responsible net asset forecasting [[5C10 – Comp4cast](#)]. With the forecasting of financial revenues and expenses, campus leadership is able to implement capacity changes or institute capacity additions because of proven, established revenue/expense projections. These projections entail a campus-wide perspective utilizing all departments within the College. Each department accepts ownership within the model in order to establish long-term solvency and sustainability. The forecast model predicts strong financial growth and enrollment increases through 2023, enabling finances to remain strong and secure. The financial model, achieved through the enactment of the Strategic Plan, provides accountability.

Past growth in new assets reveals that CCKK is significantly increasing its financial health. Projections indicate that this process should continue [[5C11 – Projections](#)]. These same projections anticipate a growing cash flow, which is perhaps the single greatest evaluation of the financial climate of the College. To assist in enhancing cash flow, the administrative team is paying specific attention to the giveback rate. The current institutional (residential & online) giveback rate is approximately 36% (based on audit draft for 2017), which is a healthy ratio compared to national norms. However, careful oversight of the giveback rate, related to residential students, will positively affect cash flow.

The Strategic Plan specifically articulates a Key Performance Indicator to lower the giveback rate related to the residential program. (KPI 1.14). Currently, the residential giveback rate is 66%, significantly higher than national norms. This represents a substantial encumbrance to realizing gains through residential operations.

However, a portion of those increases correlates with another strategic initiative (KPI 3.12). This initiative focused on launching a work-program designed to assist low-income students in achieving a college degree with no or limited debt. The program has grown significantly since its launch, swelling to 42 students in 2016-2017. However, without sufficient underwriting through grants and gifts, the effect on revenues suggests that while missional aligned, sustainability is questionable. The administrative team is currently investigating this issue.

To assist tracking the giveback rate, in 2015 the admissions office instituted a giveback tracker specifically targeting residential students. However, the residential giveback rate continued to increase, even though projections estimated a decrease. The Vice President of Enrollment updated the tracker in 2017 to include specific populations (i.e. athletes, non-athletes, internationals, etc.) [[5C12 – Giveback Tracker](#)], which when applied to historic data revealed key indicators. The admissions and financial office are now tracking using these indicators.

In addition to the giveback rate, the Business Office addressed accounts receivable. According to the 2015-2016 audit, receivables grew to over \$2.1 million. This was largely due to growth of the online population. In response, the financial office:

- Partnered with two credit collection agencies
- Changed partners related to financial aid counseling
- Executed a financial screening process to ensure that new students have a plan to meet financial requirements. This included hiring an additional employee specifically assigned to track payment plans and financial aid processing for online students
- Implemented a stricter system of accountability related to statements and payment plans

In the past six months, the Business Office has realized a 37% decrease in accounts receivable (July 2017 = \$2,646,135; December 2017 = \$1,657,658). Work on this initiative continues, including discussion with the auditor concerning the final disposition of uncollectable assets.

Emerging Factors

Current planning also anticipates emerging factors, such as technology, demographic shifts, and globalization, as evidenced by the SWOT analysis. By annually gathering feedback and updating the SWOT analysis, the leadership team can ensure that institutional planning anticipates factors affecting the institution. In addition, as described in Criterion 5A4, employees of the College interact with information systems, which expose them to trends and patterns that may affect College operations, passing that information along. Building on a shared governance model, this information informs the strategic planning process.

Examples of ways that the College has responded to emerging factors:

- Expansion of online and hybrid offerings – responding to technology and globalization
- Development of the Associate of Arts in Criminal Justice – responding to a gap identified through market research
- Inclusion of international and undocumented student (DACA) admissions and pricing structure, as well as the expansion of ESL services – responding to demographic shift

- Revising the content and structure of the Aviation Management program – responding to a shift in regulations, costs, and emerging opportunities [[5C13 – Aviation Proposal](#)]

Sources

- 5C01 - 2012-2013 Strategic Plan [16]
- 5C02 - Strategic Plan-2018
- 5C03 - Today Magazine
- 5C04 - Outcomes
- 5C05 - STI Proposal
- 5C06 - Data Book
- 5C07 - SWOT Comparison
- 5C08 - Campus Plan Feedback
- 5C09 - Campaign Brochure
- 5C10 - Comp4Cast
- 5C11 - Projections
- 5C12 - Giveback Tracker
- 5C13 - Aviation Proposal

5.D - Core Component 5.D

The institution works systematically to improve its performance.

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

Argument

Documenting Performance

The College has an effective means of documenting performance in its operational components. Embedded within this Assurance Argument are multiple forms of performance tracking. Each plays a vital role in maintaining an informed leadership. Examples of tracking systems embedded in this document include:

- Triennial Reports
- Annual Academic Department Reports
- Annual Audit
- Financial Aid Audit
- Giveback Rate Tracking
- Board Performance Outcomes Tracking
- Operation Outcome KPI's
- Departmental Outcomes Tracking

Comprehensively, CCKK produces an annual Data Book and maintains a website dedicated to institutional effectiveness (discussed on Criterion 5C - 5C06). The Data Book serves as a comprehensive source of comparative information, including:

- Enrollment
- FTE
- Credit Hours
- Degree Completion
- Enrollment Demographics
- Retention, Persistence, and Completion
- Strategic Projections
- Financial Indicators (CFI, Giveback Rate, Debt, Endowment, Net Revenue, etc.)
- Admission
- Student Aid
- Human Resources

The Office of Institutional Effectiveness (OIE) modifies the types of statistics included in the Data Book depending on best practice and the outcomes currently informing the functions of the College. The Office of the Provost maintains historical record of these documents for ongoing research and data retrieval. The website, maintained by the Office of Institutional Research, includes additional data, statistics, reports, and resources designed to develop and document evidence the college's performance in its operations.

The Strategic Plan is a living, evolving document. It serves as the primary framework through which CCCK develops and documents evidence of performance in its operations. It also documents how CCCK learns from its operational experience and applies that learning to improve its institutional capabilities and sustainability, overall and in its component parts [[5D01 - Strategic Plan-Current](#)]. Specific aspects of the Strategic Plan that attest to these assertions include SWOT analysis development [[5D02 – SWOT Analysis](#); [5D03 – SPE Strategic Analysis](#)], neoteric Key Performance Indicators [[5D04 – KPI Comparison](#)], and evidences recorded in the KPI Progress & Assessment Matrix [[5D05 – KPI Matrix](#)].

In addition to monthly faculty meetings, the President convenes 3-4 total staff meetings, which include all faculty and staff. The President’s Cabinet prepares a *Read Ahead* packet updating the staff and faculty on current actions, decisions and plans. Staff and faculty ask questions before and during the meeting to seek clarification, offer suggestions, and contribute to the strategic process [[5D06 – Total Staff Meeting](#)]. In addition to improving communication and enhancing shared governance, the submission of these reports provides documentation of performance in operations and evidence that operational experience and data drives improvement in capacity, capability, and sustainability. In addition, the President’s Office publically documents minutes and dashboards associated with the weekly meetings of the President’s Cabinet [[5D07 – Cabinet Minutes Example](#)]. Included in these minutes is a weekly Admissions Dashboard [[5D08– Admissions Report](#)], Advancement Dashboard [[5D09 – Advancement Report](#)], Financial Report [[5D10 – Financial Report](#)], and an Enrollment Report for SPE [[5D11 – Online Enrolment Report](#)]. The CFO also provides a regular financial summary, which includes a fund-by-fund analysis and concise monthly fiscal report and [[5D12 – Fund-by-Fund Analysis](#); [5D13 – Monthly Financial Report](#)].

Furthermore, the School of Professional and Distance Education maintains additional layers of reporting and tracking. Each week, CCCK staff meets with collaborating partners’ to discuss trends and topics affecting the online learning environment. This includes a review of retention and persistence data at least once every six weeks (a standard online term) [[5D14 – Performance Dashboard](#)]. Quarterly, a comprehensive meeting allows for collaborative review and decision-making concerning strategic responses and initiatives [[5D15 – Quarterly Report](#)]. As illustrated in the Quarterly Report, data drives decision-making with the intent to improve performance, such as the use of the SEO analysis to improve web operations [[5D16 – SEO Optimization](#)], implementation of new learning tools (Memory & Matching interactive), and adjustments to professional development topics in light of student surveys.

The Board of Trustees receive the same *Read Ahead* documents, received by the faculty and staff. In addition, the President also submits regular Compliance Reports related to Board identified outcomes and limitations [[5D17 – Compliance Report](#)], as well as summary reports designed to keep the Board informed between formal meetings [[5D18 – Summary Report](#)].

Systematic Improvements

Central Christian College of Kansas works systematically to improve its performance, learn from its operational experiences, and improve its effectiveness, capabilities, and sustainability as evidenced by the successful implementation of a Strategic Plan, supported by a robust assessment structure. The implementation of the Institutional Assessment Plan, aligned with the Strategic Plan, ensures that data are reviewed resulting in systematic improvement. Throughout this Assurance Argument, CCCK substantiated a methodical and analytical approach to its operations, including ways in which it strategically responded to data and factors affecting its performance. Examples include:

- 1A: Modifications in the General Education program to align the curriculum with the mission and outcomes identified by the Board of Trustees.
- 1A: Modifications to the Success Center to enhance student learning in response to demographic shifts in the enrollment profile.
- 1A: Implementation of a financial awareness program (SALT) in response to the enrollment profile and to assist decreases in the default rate.
- 1C: Enrichment of cultural opportunities to engage cultural awareness and civility.
- 1D: Establishment of additional committees to increase shared governance and responsiveness of the Faculty Senate (SPOC, ASAOC, and AAAC).
- 1D: Adoption of programs in response to market trends collaborating with external constituents (Risk Management Program, Aviation Program).
- 1D, 5B, 5C: Modifications made to the SWOT analysis, and in turn the Strategic Plan and Master Plan, based on interactions with internal and external constituencies.
- 2B: Engagement of TES® (Transfer Evaluation System) from CollegeSource to provide greater and more accurate information to transfer students. Based on feedback from students and with the number of students who use transfer credits as part of the online program, the College determined that utilizing a system like TES® enhances student communication and improves accuracy in transfer evaluation.
- 2B: Employment of a Marketing Director in response to the Strategic Plan, which has increased consistency in messaging and promotion.
- 2C: Modification of the onboarding process used by the Board in response to an internal survey of Board members.
- 2D: Revisions in syllabi to ensure consistency in statements (e.g. Freedom of Expression).
- 2D: Implementation of MOODLE to enhance academic integrity and increase curricular consistency across all modalities.
- 3A, 3C, 4A: Use of a robust curricular review process to provide a high-quality education, wherever and however its offerings are delivered.
- 3A, 3C, 4A: Revision of processes to enhance curricular oversight (e.g. Course Design Approval, Faculty Credentialing).
- 3C, 3D: Collaboration with third-party partners to ensure that trained individuals provide quality and ethical services.
- 3D: Enhancements to curriculum and services to support student learning and effective teaching.
- 4A: Developments made to the Institutional Assessment Plan to ensure the quality of educational programming.
- 4B: Employment of data derived from annual and triennial assessment strategies to affect student learning, positively.
- 4C: Expansion and execution of an enrollment plan resulting in positive enrollment trends.
- 4C: Adoption of best practices related to assessment of student learning and operational assessment (e.g. Major Field Tests, NSSE, Student Achievement Measure, CFI, SSI, PSOL, etc.).
- 5A: Implementation of external income streams to increase fiscal resources to support its educational programs.
- 5A: Adjustments to fiscal management to continue resourcing operations, while also affecting the CFI positively.
- 5C: Revision of the Strategic Plan to define linkages between long-term aspirations (desires) and short-term operational initiatives (expectations), provide precise outcomes that inform operational policies and procedures, and articulate short-term achievable goals that directly inform budgeting, personnel, and operational planning.

These serve as examples of evidences, which represent many other modifications and improvements resulting from maintaining a culture of assessment, supported by rigorous internal structures to support that culture. Through the implementation of the Institutional Assessment Plan and adherence to an informed Strategic Plan, CCKK applies data and feedback to improve its institutional capabilities and sustainability.

Sources

- 5D01 - Strategic Plan-Current
- 5D02 - SWOT Analysis
- 5D03 - SPE Strategic Analysis
- 5D04 - KPI Comparison
- 5D05 - KPI Matrix
- 5D06 - Total Staff Meeting
- 5D07 - Cabinet Minutes
- 5D08 - Admissions Report
- 5D09 - Advacement Report
- 5D10 - Financial Report
- 5D11 - Online Enrollment Report
- 5D12 - Fund-by-Fund Analysis
- 5D13 - Monthly Financial Report
- 5D14 - Performance Dashboard
- 5D15 - Quarterly Report
- 5D16 - SEO Optimization
- 5D17 - Compliance Report
- 5D18 - Summary Report

5.S - Criterion 5 - Summary

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

Summary

The resource base at Central Christian College of Kansas supports its current educational programs, as evidenced by unencumbered operations and a growing resource base. Since the 2013 PEAQ Site Visit, fiscal resources have progressed from survival to operational, which has provided a basis for strategic and tactical management. A Focus Visit in 2016 substantiated this progress. Strategic attention to CFI produced significant improvements in ratio management, with corresponding improvements to the CFI. While improving the CFI score is a recognized key result area, data verify fiscal stability. Coupled with a committed and well-trained faculty and staff, improved infrastructure, and well-defined policies and procedures, CCKK maintains appropriate plans for sustaining the quality of its educational offerings, and responding to future challenges and opportunities

CCKK's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission as evidenced by rigorous reporting requirements and an organizational structure that supports shared governance. Evidence corroborates the assertion that faculty, staff, students, and other constituents work in collaboration with the administrative team and Board of Trustees. Furthermore, the policies of the College, the Institutional Assessment Plan, and the Strategic Plan provide a means of accountability, ensuring that the interests of all parties receive fair and equitable representation.

CCKK engages in systematic and integrated planning, as evidenced by an intentional reliance on the Strategic Plan to guide its operations. Modifications to the Strategic Plan and supporting instruments used to assess its efficacy attests to CCKK's ability to engage valid forms of systematic an integrated planning, resulting in improved performance.

CCKK works systematically to improve its performance, as evidenced by the systematic use of an Institutional Assessment Plan and Strategic Plan. These tools result in data driven decision-making Improving student and institutional performance.

Areas of Improvement & Action Points

- As identified in the Strategic Plan: KPI 1.1 - Maintain CFI demonstrating financial responsibility in accordance with Dept. of Education regulations (CFI \geq 1.5 (2021))
- As identified in the Strategic Plan: KPI 1.14 – Maintain a residential giveback ratio below 50% (2020)
- As identified in the Strategic Plan: KPI 1.33 – Unrestricted donations support 10% of annual budget
- As identified in the Strategic Plan: KPI 4.53 – Maintain a campus communication plan that engages the campus community and allows the community to engage the process.
- As identified in the Strategic Plan: KPI 2.32 – Maintain a Human Resource Office [2018]
- In preparing the Assurance Argument, a review of assessment reports recognized that greater alignment between the design of the report and the Criteria for Accreditation would streamline

reporting and maintenance of the Assurance Argument.

- In 2017, CCCK lost affiliation with SARA due to a CFI below 1.00. This required CCCK to reinstate a state-by-state approval process to remain in compliance with state authorization regulations. This process represents a significant investment of time and resources, better invested in other aspects of operations. While a strong argument exists demonstrating that CCCK has the resources, structures, and processes sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities; dependency on CFI as the sole indicator of financial health (by outside entities) handicaps the ability of the College to engage needed partnerships. While it is a known quantity and a recognized concern, continued attention to CFI and breaking the 1.00 barrier is essential.

The lack of student representation through a formal structure like student government, for online students, suggest a possible weakness, weakening avenues for valuable feedback and input. The School of Professional and Distance Education is currently investigating the initiation of an advisory council made up of students. This formal unit would focus on improvement of operations and addressing student concerns. While anonymous feedback tools do provide data, this council would promote robust forms of feedback, brainstorming, and collaborative effort.

Sources

There are no sources.