

**HLC Ref.**

**Operational Instruction**

- 1.A Provide evidence that the mission, vision, or purpose statement of the office is articulated publically and operationalized within the department or organizational structure.

The Dual Credit Handbook clearly states the mission and vision of the College, which are synonymous with those of the Dual Credit office: "*Christ-Centered Education for Character*" (*Dual Credit Handbook 2019-2020*, p. 3), and "*In humble response to God's direction and provision, Central Christian College seeks to be a premier global educational institution focused on providing a Christ-Centered Education for Character to any person desiring to become a faithful steward of mind, heart, body and soul*" (p. 4). This handbook is sent to all Dual Credit administrators and instructors. Dual Credit syllabi are based on Traditional CCK syllabi, which connect with each departmental mission. Therefore, each department's quadrennial review will connect its syllabi with its departmental mission.

[Dual Credit Handbook 2019-2020](#)

- 1.A4 Provide evidence that the resources and services provided by this office are consistent with the enrollment profile of this institution.

The services of the Dual Credit office are designed to benefit high school students who demonstrate above-average academic performance by presenting to them the opportunity to take college-level courses, thereby granting them a head start on their collegiate careers. As specified in the *Dual Credit Handbook 2019-2020*, the office "is a strategic initiative of Central Christian College of Kansas (henceforth referred to as CCK) to enhance the high school experience and promote the pursuit of a college degree" (p. 8). While preparation is happening, it should be noted that academic vigor is the same on any platform at CCK. High school students evidence their superior academic performance through the submission of official transcripts, which identify the students' GPAs and ACT/SAT scores, as seen in the example, *Transcript Example*.

[Dual Credit Handbook 2019-2020](#)

[Transcript Example](#)

- 1.A5 Provide evidence that the office maintains a mission, vision, or purpose statement that aligns with the Strategic Plan of the College and the strategic nature of the office.

The mission of the Dual Credit office is the same as that of CCK. The Dual Credit office will be modifying its syllabi and handbook to reflect the newly-instituted Core Four model, which changed "Fit Body" to "Strength" as each department walks through their own Quadrennial Review. Each completed course is evidence of mission-centeredness. This is evidenced by the *Dual Credit Handbook 2019-2020* and the *Core Four Diagram*.

[Dual Credit Handbook 2019-2020](#)

[Core Four Diagram](#)

- 1.B1 Provide evidence that the office supports the public good, beyond its role within the institution.

CCK offers Professional Development to high school instructors, which is over and above a typical college/high school Dual Credit structure regarding the public good beyond its role within the institution. Dr. Jacob Kaufman, Dean of Academics, is involved in the McPherson, Kansas community through guitar lessons and church participation, as evidenced by the document *Kaufman Vita*. Caleb Koerperich, Manager of Academic Services, is involved in the McPherson, Kansas community through participation in the service at St. Barnabas Church, as evidenced by the document *Barnabas Bulletin*.

[Kaufman Vita](#)

[Barnabas Bulletin](#)

1.C Provide evidence of how the office responds to the needs of a multicultural society and globally-connected world.

CCKC's Dual Credit program is currently growing in its outreach to other nations, specifically China, through its online format, as evidenced by the document *Dual-Credit-MOU New Century School 10.10.19*. This is also evidenced by the *Online Dual Credit Business Plan*, which was presented to the President's Cabinet for approval. The *Online Dual Credit Business Plan* aims to increase CCKC's effectiveness in reaching a changing global society with its services. The newly-developed online format enables the College to reach homeschool students and private school students. The online format's implementation date is set for the Fall semester of 2020.

[Dual-Credit-MOU New Century School 10.10.19](#)

[Online Dual Credit Business Plan](#)

1.C1 Provide evidence of how the office prepares students to be informed citizens and successful members of the workplace.

CCKC prepares students to be informed citizens and successful members of the workplace by hiring qualified faculty. Using a *Credentialing Cover Sheet*, the Manager of Academic Services completes a faculty audit, which is verified by the Dean of Academics, to ensure that Dual Credit faculty are properly credentialed. The Manager of Academic Services also gathers several documents from potential instructors during the hiring process, including a resume, letters of recommendation, and official transcripts. Additionally, another goal of the Dual Credit office is to prepare high school students for college academic experiences.

[Credentialing Cover Sheet](#)

1.C2 Provide evidence that the functions and personnel of this office demonstrate inclusive and equitable treatment of diverse populations.

The Faculty Handbook clearly states a hiring policy which includes a diversity action plan. The functions and personnel of the Dual Credit office demonstrate inclusive and equitable treatment of diverse populations through the College's overall Hiring Policy and Diversity Action Plan, as evidenced by the *Faculty Handbook - 19-20* (pp. 68, 70). The office offers Dual Credit opportunities to any academically qualified student, as evidenced by the Student Eligibility section of the *Dual Credit Handbook 2019-2020* (p. 14).

[Faculty Handbook - 19-20 \(pp. 68, 70\)](#)

[Dual Credit Handbook 2019-20](#)

1.C3 Provide evidence that the functions and personnel fosters a climate of respect among all students, faculty, staff, and administrators from a range of diverse backgrounds, ideas, and perspectives.

## Operational Quadrennial Rubric

The functions and personnel of the Dual Credit office foster a climate of respect among all students through the use of CCCK syllabi. All CCCK on-ground syllabi include specific language articulating freedom of expression for students: *"Members of the Central Christian College community, including students and invited guests, are granted the privilege to write about or discuss any subject of intellectual inquiry without fear of censorship, discipline, or intimidation. This freedom does not provide the right to individuals to say anything that one wants without regard. Civility and respect are foundational components of freedom of expression. A hostile environment limits the expression of ideas and therefore undermines the diverse expression of opinion. Faculty members of the College provide a safe environment where, as members of a learning community, the entire college community can engage ideas through scholarly investigation and inquiry. Student performance is assessed solely on the fulfillment of learning outcomes as prescribed in course syllabi. Opinions shared in class, classroom conduct, or matters not related to academic performance are not used as a basis for assessing student performance"* (MT-WV 201 CCW Dual Credit Online Syllabus\_1, p. 27). This language will be included in all Dual Credit syllabi at the beginning of the Fall 2020 semester. The Dual Credit Handbook also outlines the College's Core Values, indicating respect for a diverse population of students, faculty, staff, and administrators (Dual Credit Handbook 2019-2020, pp. 4-5).

[MT-WV 201 CCW Dual Credit Online Syllabus\\_1, p. 27](#)

[Dual Credit Handbook 2019-2020, pp. 4-5](#)

2.A Provide evidence that the office acts with integrity following established policies and processes for fair and ethical behavior on the part of its staff and operations.

The following resources ensure that the Dual Credit office acts with integrity by following established policies and processes: 1) Dual Credit: Registration Form - This survey created in Survey Gizmo allows CCCK to collect student information and documents for Dual Credit registration securely and accessibly. The survey also allows the Dual Credit office to assess student data. 2) Dual Credit Handbook - All Dual Credit contact administrators are given CCCK's Dual Credit Handbook, and the Manager of Academic Services will be distributing the Handbook to all Dual Credit instructors. This informs administrators and instructors of CCCK's policies regarding fair and ethical behavior. 3) Credentialing Cover Sheet - The Credentialing Cover Sheet ensures that Dual Credit instructors have been properly and adequately reviewed by the appropriate department chair.

[Registration Survey](#)

[Dual Credit Handbook 2019-20](#)

[Credentialing Cover Sheet](#)

2.B Provide evidence that the office presents itself clearly and completely to the public with regard to its programs, services, policies, costs, control, and relationships.

## Operational Quadrennial Rubric

Dual Credit Office

The Dual Credit office clearly and completely presents itself to the public in regard to its programs, services, policies, costs, control, and relationships by making the *Dual Credit Handbook 2019-2020* available via the College's website, as evidenced by the web page <http://info.centralchristian.edu/dualcredit>. The following items are specifically outlined in the *Dual Credit Handbook 2019-2020* on the following pages: Programs (p. 8); Services (pp. 8, 11); Policies (pp. 8-19); Costs (pp. 21, 29); Control (p. 8). Dual Credit Relationships are partially outlined in the *2019-2020 Catalog Final Update* (p. 197). The Catalog lists the College's Dual Credit faculty, but does not list the schools associated with the Dual Credit program. The Manager of Academic Services will be adding this information to the Dual Credit Handbook for the Spring 2020 semester or the Fall 2020 semester.

[Dual Credit Handbook 2019-20](#)

<http://info.centralchristian.edu/dualcredit>

[2019-2020 Catalog Final Update](#)

2.B2 Provide evidence that the office supports any claims it makes.

The following list contains several claims that the Dual Credit office makes and the evidences that support these claims: 1) Site visits or video recordings of at least one teaching session are a mandatory component of the dual credit relationships and will be conducted on a per-course basis (*Dual Credit Handbook 2019-2020*, p. 10). This claim is supported by the Dual Credit office as evidenced by the recording *Senior Bible Lecture*. 2) Central Christian College of Kansas required Dual Credit instructors to have a master's degree that includes substantial study (usually a minimum of 18 semester hours) appropriate to the acadmeic field in which they teach (p. 10). This claim is supported by the dual credit office as evidenced by the documents *Armstrong Credentialing Sheet*, *Armstrong Vita*, and *Armstrong Transcript*. 3) Dual Credit Tuition is offered at a significantly dicounted rate from traditional tuition at \$65 per credit hour (p. 29). This claim is supported by the dual credit office as evidenced by the document *Elyria Invoice FA-19 & YL*.

[Dual Credit Handbook 2019-20](#)

[Senior Bible Lecture](#)

[Armstrong Credentialing Sheet](#)

[Armstrong Transcript](#)

[Armstrong Vita](#)

[Elyria Invoice FA-19 & YL](#)

3.C1 Provide evidence that the office attempts to ensure that the overall composition of its staff reflects diversity as appropriate within the mission and constituency of the College.

The Dual Credit office attempts to ensure that the overall composition of its staff reflects diversity by remaining true to the College's hiring policy and diversity action plan, as evidenced by the *Faculty Handbook - 19-20*, pp. 68, 70. Additionally, CCCK posts job offerings on various websites, including Diversejobs.com and Diversityinhighereducation.com, which specialize in marketing to diverse populations. This is evidenced by the documents *Diverse Jobs Postings* and *Diversity in Higher Ed Postings*. While the Dual Credit office is somewhat limited in the hiring of its faculty by adherence to High School hiring policies, CCCK remains accepting of all people of diverse backgrounds whose statements of faith align with that of the College.

[Faculty Handbook - 19-20 \(pp. 68, 70\)](#)

[Diverse Jobs Postings](#)

[Diversity in Higher Ed Postings](#)

3.C2 Provide evidence that the office has sufficient numbers and continuity of staff to provide appropriate services.

The Dual Credit office has a sufficient number of students (54 FA-19 and 44 YL-19) to support the provision of appropriate services, as evidenced by the documents *DC-FA-19 Rosters* and *DC-YL-19 Rosters*. The office has sufficient continuity of staff to provide appropriate services, as evidenced by the *Dual Credit Flowchart*, which outlines the responsibilities of the staff involved in the Dual Credit process. This is also evidenced by the *Credentialing Cover Sheet Example*, which has signatures of the Academic Dean and Manager of Academic Services, who audit Dual Credit faculty credentials.

[DC-FA-19 Rosters](#)

[DC-YL-19 Rosters](#)

[Dual Credit Flowchart](#)

[Credentialing Cover Sheet Example](#)

3.C7 Provide evidence that office personnel are appropriately qualified, trained, and supported in their professional development.

The Dual Credit office is primarily staffed by three persons: Dr. Jacob Kaufman, Dean of Academics, Caleb Koerperich, Manager of Academic Services, and Michele August, Registrar. 1) Dr. Jacob Kaufman has served CCCK for fourteen years as an instructor and department chair. His education includes a Doctorate in Worship Studies from the Robert E. Webber Institute for Worship Studies, a Masters of Arts in Christian Thought from Bethel Seminary, and a Bachelor of Science in Liberal Studies from CCCK. All of this is evidenced by the document *Kaufman, Jacob - Vita*. 2) Caleb Koerperich is a recent graduate of and earned a Bachelors Degree in Vocal Performance from CCCK. He has spent 10-15 hours in training with the previous Dual Credit Director, Dr. Dea Favara. He has also completed 120+ hours of classroom observation during his tenure in CCCK's Teacher Education program. 3) Michele August has over twelve years of experience in registration, records, advising, reporting, and assessment.

[Kaufman, Jacob - Vita](#)

[Michele August Vita](#)

3.D1 Provide evidence that the office, and its related services, provides student support services suited to the needs of its student populations.

On-ground Dual Credit courses are taught at each local high school. These high schools provide necessary support services to the students. Online Dual Credit courses will be taught via CCK's learning management system. In this situation, CCK's credentialed instructors in cooperation with the high school facilitator provide the necessary support services. These points are evidenced by the *Online Dual Credit Flowchart*. Access to Tutor.com, Turnitin.com, ClassLive, and the CCK Library will be offered to all Online Dual Credit students upon launch of the program. In the future, once CCK has migrated to Canvas LMS, all courses, Dual Credit and otherwise, will be linked with Canvas. This will provide better access to support services for all CCK students.

### [Online Dual Credit Flowchart](#)

4.C3 Provide evidence of ways the office uses information retention, persistence and completion rates to improve services.

The Dual Credit office monitors on-ground Dual Credit faculty progress through student work examples. These are evidenced by the document *Work Examples*. As outlined in the *Dual Credit Handbook* (p. 32), on-ground instructors will submit to CCK examples of student homework. The Dual Credit office uses this information to ensure that on-ground Dual Credit instructors grade homework in accordance with the College's standards. The office has used TIGER surveys in the past in order to assess the success of Dual Credit instructors. However, there is evidence of this for only one semester during the past four years, as shown by the document *Spring 18 Dual Credit TIGERS*. In the future, the office will implement TIGER surveys to be completed by students at the end of each semester, as evidenced by the link *FA-19 TIGERS Dual Credit*. The office will use this data to address issues that students may have. Going forward, all TIGER survey results will be saved and used to improve services concerning Dual Credit faculty (information retention). Persistence and completion rates are not tracked, since the dual credit student body consists of high school students who are not working toward a collegiate degree or certificate (designated as "Non-degree-seeking"). Furthermore, many high schools are unequipped to teach the gamut of CCK Dual Credit courses, so student persistence is partially dependent on what is available to the students at their local high school.

### [Dual Credit Handbook \(p. 32\)](#)

### [Work Examples](#)

### [Spring 18 Dual Credit TIGERS](#)

### [FA-19 TIGERS Dual Credit](#)

5.A1 Provide evidence of how the institution supports collaborative processes, enabling institutional improvement, as it relates to the function of this office.

## Operational Quadrennial Rubric

Dual Credit Office

The Dual Credit office regularly meets with the Registrar and the Dean of Academics to ensure that their respective offices are appropriately involved in Dual Credit operations. Additionally, the office has worked with the Academic Dean and the President's Cabinet through the creation of the *Online Dual Credit Business Plan (8/28/2019)*. The Dual Credit office has created and will continue to update an operational flow chart which details the office's processes and relationships with other CCCK offices. An example of one of these processes is evidenced by the document *Dual Credit On-Ground Registration*. The office will also meet biannually with the Registrar and the Dean of Academics, and these meetings will be appropriately documented. Additionally, high school instructors collaborate with CCCK faculty through the approval of syllabi and teaching of course objectives. CCCK instructors create the objectives for their courses, with which the dual credit instructors are to coordinate their syllabi. CCCK faculty and dual credit instructors work together to build appropriate course syllabi that incorporate these objectives. This interaction is facilitated by the Dual Credit office. This process is evidenced by the documents *Syllabi Approval Process* and *Syllabus Review Form*.

[Online Dual Credit Business Plan](#)

[Dual Credit On-Ground Registration](#)

[Syllabi Approval Process](#)

[Syllabus Review Form](#)

5.A2 Provide evidence that the office uses data to reach informed decisions in the best interests of the institution and its constituents.

TIGER Surveys were conducted at the end of courses during the following academic years: 2012-13; 2013-14; 2017-18, as evidenced by the document *Mean Report*, which summarizes the scores of the document *TIGER Survey SP-18*. This data was not used to affect decision-making processes. However, the TIGER Surveys will be implemented during the current and all following academic years at the end of each course. The data will then be discussed at the biannual Dual Credit meetings, performing an important role in decision-making processes. Additionally, the decision to create an Online Dual Credit program was data-driven, for the College found that many high schools were lacking in properly-credentialed faculty. Student work examples are given to CCCK's department chairs at the end of each course so that the department chairs may assess the grading completed by Dual Credit instructors. This information is included in the department chairs' yearly reports and is used in the decision-making process. Evidence of work examples is found in the document *Work Examples*. There are additional surveys that CCCK uses to assess its on-ground and online courses, such as the End-of-Course Evaluation, but these surveys are not currently used for Dual Credit purposes. Going forward, the Dual Credit office will include these surveys in Dual Credit instructor MOUs. This is evidenced by the link *Dual Credit Faculty Post-Course Survey (incomplete)*.

[Mean Report](#)

[TIGER Survey SP-18](#)

[Work Examples](#)

[Dual Credit Faculty Post Course Survey \(incomplete\)](#)

5.A3 Provide evidence that this office, and the institution at large, supports collaborative input in the development of policy and processes.

## Operational Quadrennial Rubric

Dual Credit Office

The Dual Credit office has presented policy innovations to multiple committees at the College, including the President's Cabinet at which the *Online Dual Credit Business Plan* was approved, an all-staff meeting (*Dual Credit Handbook*), and the Faculty Senate (*Dual Credit Handbook*). Both the *Online Dual Credit Business Plan* and the *Dual Credit Handbook* are new or reworked documents as of Fall 2019. The Dual Credit office is implementing a policy that will involve all Dual Credit instructors in Professional Development opportunities, which will cover Dual Credit-specific policies and procedures, such as using ClassLive and ZOOM sessions.

[Dual Credit Handbook 2019-20](#)

[Online Dual Credit Business Plan](#)

5.B Provide evidence that the current resources support the plans to maintain and improve the work of this office.

The Dual Credit office maintains sufficient resources to improve the work of the program, as evidenced by the 2019-20 Budget.

[2019-20 Dual Credit Budget](#)

5.B1 Provide evidence that this office has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered (Residential, Online, Dual, etc.).

The Dual Credit office has operational staff sufficient to support its operations wherever and however program sare delivered, as evidenced by *Criterion 3.C7*. The office also has infrastrucre sufficient to support its operations wherever and however programs are delivered, as evidenced by the following documents: 1) *Dual Credit On-Ground Registration*, which details the process of registering students for on-ground Dual Credit courses and the offices involved in that process; 2) the *Dual Credit Flowchart*, which details the responsibilities and reporting of every CCK employee involved with the Dual Credit office; 3) and the *Dual Credit Handbook 2019-2020*, which details Dual Credit instructor responsibilities. The Dual Credit office will facilitate training on any of these responsibilities if it is requested.

[Criterion 3.C7](#)

[Dual Credit On-Ground Registration](#)

[Dual Credit Flowchart](#)

[Dual Credit Handbook 2019-2020](#)

5.B2 Provide evidence that the goals (outcomes) of this office are realistic in light of the institution's organization, resources and opportunities.



## Operational Quadrennial Rubric

Dual Credit Office

The Dual Credit office has these short-term goals: 1) Create a Dual Credit Online program, enabling CCK to offer Dual Credit courses to students who do not have access to on-ground Dual Credit courses, specifically homeschool students; 2) Market CCK's Dual Credit Online program to homeschool families by attending homeschool conventions during the 2019-20 schoolyear; 3) Offer at least 5 online courses and enroll at least 15 students in each course during the FA-20 semester. These goals are realistic in light of the office's organization, resources, and opportunities, as evidenced by the College's Learning Management System and dedicated department led by the Manager of Academic Services (organization), the *Dual Credit Budget* (resources), and two large-scale homeschool conventions, with the addition of several individual private school visits conducted by the Dean of Academics (opportunities). The Dual Credit office has recently gone through a transition in leadership. Where there was once a single person overseeing the office (Dr. Dea Favara), there are now two, the Academic Dean (Dr. Jacob Kaufman), who works with curriculum and faculty, and the Manager of Academic Services (Caleb Koerperich), who oversees opportunities. In light of this transition, the office has these long-term goals: 1) Stabilize and streamline responsibilities of the office members; 2) perfect Dual Credit policies and procedures; 3) and empower Dual Credit instructors through professional development and training. The goal of stabilization is being accomplished through the creation of a list of responsibilities, as evidenced by the document *Koerperich Responsibilities*. The goal of perfection of policies and procedures is being accomplished through the creation of process flowcharts, as evidenced by the document *On-Ground Registration Process*. The goal of empowerment of Dual Credit instructors is not yet being implemented, but will be during the Spring of 2020. All goals/outcomes will be discussed at biannual Dual Credit office meetings with the Dean of Academics and Registrar.

[Online Dual Credit Flowchart](#)

[Dual Credit Budget](#)

[Homeschool Conventions](#)

[Koerperich Responsibilities](#)

[On-Ground Registration](#)

5.B3 Provide evidence that this office has a process in place for budgeting and monitoring its finances.

When a purchase is made for the Dual Credit office, its receipt is copied and filed in the appropriate folder, as evidenced by the documents *Dual Credit Budget*, *GHC Registration*, and *TPA Registration*. Each purchase is placed in an Excel spreadsheet and reviewed by the Dean of Academics and Manager of Academic Services during each biannual Dual Credit meeting. This document is then compared to the Business Office budget spreadsheet.

[Dual Credit Budget](#)

[GHC Registration](#)

[TPA Registration](#)

5.B4 Provide evidence that the office's fiscal allocations ensure that its purposes are achieved.

The Dual Credit office uses its funds to achieve the goals articulated in criterion 5.B2, as evidenced by registration for two homeschool conventions, and registration to lead a workshop at one of the conventions. There is no data that shows how the Dual Credit budget has been used in recent years.

[TPA Convention Workshop Request](#)

## Operational Quadrennial Rubric

Dual Credit Office

[TPA Registration](#)

[GHC Registration](#)

5.C Provide evidence that this office is involved in systematic and integrated planning and improvement.

The Dual Credit office plans to meet bi-annually with the Registrar and Dean of Academics in order to improve processes. These meetings will be appropriately documented. However, since they have not yet occurred, there is no evidence of this. Items of discussion at these meetings will include review of the document *Dual Credit Action Points* and any Dual Credit goals.

[Dual Credit Action Points](#)

5.C5 Provide evidence that the office considers emerging factors, such as technology, demographic shifts, and globalization in its planning process.

The Dual Credit office considers emerging technology through the implementation of Dialog.edu, CCCK's Learning Management System (LMS). The LMS provides an online "classroom" that facilitates discussions, assignments, and resources for students' benefit. Additionally, CCCK is considering entering into a partnership with Canvas, another LMS. Canvas is more accessible to students and faculty, more intuitive in design, and a better financial alternative when compared to Dialog. The office considers emerging demographic shifts by reaching an ever-growing population of students in multiple states, as evidenced by the document *Spring 18 Dual Credit TIGERS*. Additionally, the Dual Credit office will be presenting the TIGER survey to students via SurveyGizmo, which accounts for emerging technology. This is evidenced by the link *FA-19 TIGERS Dual Credit*. The office considers emerging globalization by attempting to enter into an agreement with a high school in China for Dual Credit online purposes, as evidenced by the document *Dual-Credit-MOU New Century School 10.10.19*.

[Canvas.net](#)

[Spring 18 Dual Credit TIGERS](#)

[FA-19 TIGERS Dual Credit](#)

[Dual-Credit-MOU New Century School 10.10.19](#)

5.C6 Provide evidence that the office implements its plan to systematically improve its operations.

The Dual Credit office implements its plan to systematically improve its operations, as evidenced by the document *Koerperich State of Work*, which is reviewed weekly with the Dean of Academics, and by biannual Dual Credit meetings. Additionally, the office will be implementing changes based on the results of this quadrennial review. These changes are listed in the document *Dual Credit Action Points*.

[Koerperich State of Work](#)

[Dual Credit Action Points](#)