CENTRAL CHRISTIAN COLLEGE OF KANSAS

COLLEGE COUNCIL – AGENDA

Wednesday, May 11, 2022 @ 1:00 p.m., RBC-AC-20

I. Call to Order

II. Devotion

III. Affirm the April 27, 2022 minutes.

IV. President's Report

V. Old Business/Action Items

    A.   Refund Policy Recommendation [Business Affairs Committee] – Pending BAC review.

    B.   SIS Recommendation [SIS Review Committee] – Pending

    C.   ERISA Compliance Verification – [Business Affairs] – Pending on Auditors

    D.   Earned Income Credit [Business Affairs – Benefits Committee]

    E.   Policies & Procedures Manual

        1.   GA Policy – [Business Affairs] – Pending

        2.   MLK Day vs. President's Day Off - Pending

VI. New Business

    A.   Governance Manual Reader Comments

    B.   Endorse Faculty Handbook [On council website]

    C.   TOEFL Change [Faculty Senate] [See attached]

VII. Constituent Reports

Constituent Reports provide an opportunity for principal liaisons to provide succinct updates that may be of importance to the collective interests of the College community. Specific matters may be discussed or tabled to ensure that there is opportunity for inclusive and transparent dialog designed to enhance the mission, vision, and core values of the institution.

    A.   Academic Affairs (CAO)

    B.   Faculty Senate (Faculty Senate President)

    C.   Foundation (Executive Director of Foundation)

    D.   Institutional Research (Institutional Effectiveness Analyst)

VIII. Integrated Planning Matrix

    A.   Strategic Planning Summit and Retreat (May-June)

IX. Oversight Responsibility

    A.   Strategic Plan: KPI 1.03: Revitalize campus culture promoting pride, trust, and loyalty within our campus community and beyond. [See attached]

X. Adjournment

Central Christian College of Kansas

OFFICE OF THE CHIEF ACADEMIC OFFICER

FORM A01 – REQUEST FOR ADMINISTRATIVE APPROVAL

Date:___2/15/2022_____

This request is for: ❍ Course Description   X Policy ❍ Course Title

❍ Program Title   ❍ Minor   ❍ Other: _____

Delivery Method: X Residential   ❍ Hybrid (Residential/Online)   ❍ Online
(Check all that apply)

Title: _____Change TOEFL minimum score_____

Name of Individual Making Request: _____Michele August_____

Sponsoring Department: _Registrar/Academics_____   Proposed Effective Date: _Fall 2022 (current recruitment cycle)_

This form, along with supporting documentation addressing the points outlined below, is required *before* the request can be considered.

1. **Description**: Provide a detailed description of what the request entails. Be sure that any policy, course description, or other official expression is clearly articulated and identified.

This request is to update the minimum TOEFL score for incoming international students. Our score was set very low a few years ago when the intention was to have an English language program. That program has since been cancelled, but the scores were never readjusted. The goal is to set the score more in line with the scores used by our sister institutions who also have limited support for non-native speakers. This will help us to be in compliance with rules regarding English language proficiency for F-1 students. We need to prove they can survive their coursework and environment where everything is in English.

The original policy looks like this: **English Proficiency Scores**
Students whose primary language is other than English must provide English Proficiency score from one of the following. A minimum TOEFL (IBT) score of 45[1], or its equivalent, is required for admission.

~~The new policy will raise this score to a 70. All equivalencies will be adjusted to match the new TOEFL score of 70.~~

After further research, the recommendation for the new TOEFL score is 61. The current GPA status of CCCK students who came in with TOEFL scores are listed in the appendix of this document.

The current policy listed in the catalog for online is a minimum of a 61 on TOEFL and the placement policy from when the ESL program was created listed a 61 as the minimum score to be placed in regular courses. It stands that our policies should match across the campuses. Based on the current performance of students, a 61 also makes sense. It would have excluded only 4 of the 11 listed. We are a smaller institution with limited resources. While it appears that students even below a 61 TOEFL are doing well, much depends on the student and their ability to use resources.

2. **Rationale**: Provide a reason for the request. Be sure to include a detailed description of how assessment was used to derive this request.

This request is being made to bring us into compliance with the requirement that we ensure students who come to us who are non-native English speakers can function fully at our institution. The score was lowered when we were planning on running an English

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[1] Provisional Admission may be granted to an international student with a lower TOEFL score or its equivalent upon review and recommendation by the Admissions Review Committee. Consideration will only be given if the student demonstrates another form of proof of ability to be successful in an English-speaking institution, such as an interview, a recommendation from an English teacher, or another form agreed upon by the committee.

program for non-native speakers. Since that program has been dropped, we need to raise the TOEFL score to an appropriate level for the services and support we do have in place currently.

3. **Documentation**: Provide any and all meeting minutes and other documentation supporting the request. If the request includes a modification of an already-stated name, description, or policy, be sure to include the old and new wording for comparative analysis.

See minutes from AAAC meeting.

4. **Effect**: How will this request affect current programs, loads, faculty, and students? Provide data illustrating who will be affected by this request.

This will impact recruitment of international students. We will be more selective on who we can admit once this is approved. This will also positively impact faculty and success staff time. Students struggling with the language tend to take up extra resources from the instructors who have them in class and the success center staff who are aiding them with their assignments. Other students must also act as liaison and interpreters for students whose English is too low to communicate well. Raising this score should relieve some of this load on all parties involved.

5. **Departmental Alignment:** Describe how this request aligns with the mission and stated outcomes of the department. How will this request enhance departmental outcomes?

This is not a departmental change. It is more of an alignment with the overall school mission. Ensuring that we are bringing in capable students relieves strain from all departments and allows them to concentrate on teaching the core four.

6. **Mission Alignment:** How does this request align with the missions of the department and the College? How will this request benefit the student? In what way does the request enhance the achievement of student learning outcomes?

This is a college-wide change. This aligns with Central's mission statement and outcomes. Recruiting students who are better able to navigate Central will help them to focus on the core four and their learning.

7. **Assessment Plan**: Provide a comprehensive description of how this request will be assessed, if approved.

An assessment of how international students are doing will be evaluated at the end of each semester after this goes into place. Student cumulative GPAs will be assessed to see that the students are staying in good standing. The initial assessment will compare past performance of international students who entered with different TOEFL scores to see if there is improvement. Faculty will also be asked to complete a quick survey on their experience with the international students. These assessments will be conducted by the Registrar and will be reviewed to look for trends. Also, admissions will report on how many international students we accepted and how many we had to turn away to see the impact on possible lost revenue from those students. This assessment will continue until the true impact on Central can be discerned and a decision made as to whether this policy is working for the institution.

Division/Dept. Approval:

Michele August (Registrar)   _3/9/2022_

Division Chair   Date

Chief Academic Officer Approval:

[signature]   _3/8/22_

Chief Academic Officer   Date

Signature blocks are to be completed in order as outlined by *Table 1.1: Academic Proposal Resource Chart* as it stands in the Faculty Handbook.

General Education Committee:	**Academic Affairs and Assessment Committee:**	**Faculty Senate:**
O Action Required	☑ Action Required	O Action Required
O Notification Only	O Notification Only	☑ Notification Only
☑ No Action Required		
	_3-22-22_	_4-5-22_
Date of minutes	Date of minutes	Date of minutes
☐ Approve	☑ Approve	☐ Approve
☐ Reject	☐ Reject	☐ Reject
☑ N/A	☐ N/A	☑ N/A
President's Cabinet:	**Board of Trustees:**	**Status**
O Action Required	O Action Required	
O Notification Only	O Notification Only	_Approved_
☑ No Action Required	☑ No Action Required	
Date of minutes	Date of minutes	_4-7-22_
☐ Approve	☐ Approve	Date
☐ Reject	☐ Reject	
☑ N/A	☑ N/A	

APPENDIX

Current CCCK Student TOEFL Scores and GPA

scores	gpa
61	3.67
36	3.5
66	3.83
60	3.03
31	2.4
47	3.25
84	2.89
69	3.72
69	3.96
74	3.66
44	*
58.27273	3.391

mean = 58.27
mode = 69
median = 61

Academic Affairs and Assessment Committee 1
March 9, 2021 – Minutes

1. English Proficiency
    a. Request from Admissions for Faculty to set a number for an acceptance score for students taking Duolingo's English proficiency exam.
    b. Our current TOEFL entry score is low because we used to have a strong support system for international students. We have current international students who are doing very poorly due to low support. If we are going to have a low entry level, we need more support.
    c. If we increase the entry score, what do we do with accepted students at a lower score?
        i. Any changes would be for the 22-23 catalog
    d. Admissions Review Committee can provisionally accept students with insufficient entry scores.
    e. We do not have a probationary policy for low-scoring students after they are accepted.
        i. Other institutions have a one-year probationary period
        ii. Dr. Barreiro and Professor Brown will research other institutions' TOEFL requirements and probationary policies.
    f. **Motion** to temporarily approve Duoingo English proficiency scores that are equivalent our TOEFL requirement based on the Duolingo conversion chart. A vote was called: approved.
    g. This recommendation will go to the Admissions and Aid Committee.

Academic Affairs and Assessment Committee
April 13, 2021 – Minutes

I. TOEFL
    a. EB and CB reviewed other institutional policies on TOEFL.

     b. Basically, it comes to the institution's decision to admit students based on them not meeting their required TOEFL score.

     c. There are lots of variables, making institutional responses unique.

     d. If we choose to do a probationary policy, it needs to be placed in the Catalog and there must be a timeframe. The process must be specifically outlined so that students do not get lost in the process.

     e. McPherson college enrolls probationary students in specific ESL courses and requires a certain pass rate.

Academic Affairs and Assessment Committee
February 15, 2022 – Minutes

I. TOEFL Change

     a. Proposal to raise the minimum TOEFL score to 70 for incoming international students (current score 45). This is based on other schools' policies. We don't currently have the support systems in place to support low scorers. We lowered the score when we had an ESL program, but didn't raise it when ESL support ended.

     b. AAAC discussed this in SP-21 but took no action.

     c. Discussion

          i. What if students don't get a 70?

               1. They can be on provisional admittance, but for the most part, will not be granted admission.

          ii. Right now, we have 3 incoming students with TOEFL scores. Two are below 45 and one is at 58. If we approve this policy, we'll keep the admitted student.

          iii. Of the past 4 years of TOEFL students, how many achieved 70? Are they performing better than the low-scoring students?

               1. We don't have TOEFL scores on everyone who needs one. This is a concern.

               2. Registrar will create a report of TOEFL scores vs. GPA for the last four years.

          iv. Concern that the 70 is too high for students. May hurt our numbers.

     d. **Motion** to table the proposal for the next AAAC meeting. Seconded. Vote: **approved**.

Research of Similar Schools' Policies

School name	Computer Based Test	Internet Based Test	Paper Based Test
Baker			
Barclay		80	
Benedictine		79	
Bethany		71	525
Bethel		183	513
Cleveland Univ KC	213	79-80	550
Donnely			
Friends		63	
Hesston College		32	400
Kansas Wesleyan		79	550
MCC		79	
McPherson		79	
MidAmerica	214	81	550
Newman	250	100	600
Ottawa	213	79	550
Southwestern		70	
Sterling	195	70	525
Tabor College	195	70	525
Univ. St.. Mary		80	550
CCCK		45	

KPI 1.03: REVITALIZE CAMPUS CULTURE PROMOTING PRIDE, TRUST, AND LOYALTY WITHIN OUR CAMPUS COMMUNITY AND BEYOND

	Action Steps	Measure(s)	Progress
2021-2022	Improve levels of Satisfaction and Engagement (2%)	Staff Satisfaction Survey, Alumni Survey, SSI	
	Launch employee moral program (High Five)		
	Ratify Governance Structure and publish Governance Manual		
	Launch Assurance Argument Process		
	Operationalize HR	Assign HR to an essential personnel	Completed & Progressing
	Launch Governance Web Site		Completed
2022-2023			
	Launch annual *focus reunion* for sub-groups	Data Book	
	Improve levels of Satisfaction and Engagement (2%)	Staff Satisfaction Survey, Alumni Survey, SSI	
2023-2024			
		Data Book	
	Improve levels of Satisfaction and Engagement (2%)	Staff Satisfaction Survey, Alumni Survey, SSI	
2024-2025			
		Data Book	
	Improve levels of Satisfaction and Engagement (2%)	Staff Satisfaction Survey, Alumni Survey, SSI	

IDEAS/STRATEGIES – SANDBOX

- Refocus our processes and culture to encourage a more student-focused approach to our learning and teaching activities and support structure.
- Undertake workforce planning to enhance staffing and capability to meet current and future needs.
- Review policies, processes and systems with a significant focus on reducing administrative burdens and minimizing *Sacred Cows* and *Pain Points* for staff and students.
- Invest in professional development for our staff with a particular focus on synergy, partnership, and self-development.
- Facilitate the bringing together of students, faculty and staff in both formal and informal settings by expanding the portfolio of shared experiences.
- Create safe places for mentoring and discipleship: Coffee shop, rework lobbies or each division have a lobby for small community gatherings.

MILESTONES	ROADBLOCKS
- Divisions: United "Academic Division" houses both Student Success and Library for stronger communication between two offices. 11-20-20 - Ramping up HR Department - Launched First-hand Fridays - Resurrected the Tiger Growl	- Conflicts with city fund raising events i.e. United Way - Budget competition - COVID – All events are difficult with state regulations limiting group activity (11-20-20) - Turnover of employees