



Central Christian College of Kansas Assurance Argument

140TH
ANNIVERSARY
1884 TO 2024

CENTRAL CHRISTIAN COLLEGE OF KANSAS

2023-2024

Central Christian College of Kansas Assurance Argument

Prepared for the Higher Learning Commission
of the North Central American Association of Colleges and Schools

Central Christian College of Kansas
McPherson, Kansas
www.centralchristian.edu

Central Christian College of Kansas: 2024 Assurance Argument
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This document is the narrative version of the argument and is thus void of links to evidentiary sources. Those sources are listed in Appendix B and can be available by request through the Office of the President.

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Introduction

For over 140 years, Central Christian College of Kansas has remained true to its founding mission of providing a Christ-centered education designed to develop good character and vocational competency. To that end, CCK provides a personalized educational experience focused on the development of the whole student (Heart, Mind, Body, and Strength). These outcomes align with the Wesleyan tradition, which serves as the foundational philosophical worldview of the College, per its affiliation with the Free Methodist Church of North America.

Currently, the mission of Central Christian College of Kansas is to provide a “Christ-Centered Education for Character.” This mission is embodied in the CORE4 outcomes that define the work of the College. This mission and the corresponding outcomes permeate the College, as is evidenced in this Assurance Argument.

Central Christian College of Kansas originated from Orleans Seminary, founded in 1884 in Orleans, Nebraska. Orleans Seminary was founded by the West Kansas Conference of the Free Methodist Church as a primary and secondary school to meet a demand for Christian education in the Central Plains region. Orleans Seminary continued to pursue its mission of Christian education in Nebraska until economic and geographical disadvantages prompted the school to purchase the former campus of Walden College in McPherson, Kansas, in 1914. At that time, the school adopted the name Central Academy and College, now known as Central Christian College of Kansas.

Since its humble beginnings in Orleans, Nebraska, CCK has remained true to its mission while also attempting to remain responsive to both internal and external needs. This is best illustrated through the milestones that have defined the journey thus far:

- 1916: The State Department of Education granted accreditation for a high school
- 1917: Central Academy and College received accreditation for a basic teacher education program
- 1918: Accreditation received from the State Department of Public Instruction for junior college work
- 1923: Accreditation received from the University of Kansas for its junior college programs.
- 1944: Athletic programming begins
- 1974: Central College received its first regional accreditation from the North Central Association (NCA) as a junior college
- 1989: NCA approved Central College’s first four-year degree, the Bachelor of Science in Ministry.
- 1995: The Bachelor of Science in Business was approved
- 2000: Central Christian College of Kansas expanded its offerings to include the Bachelor of Science with the Liberal Studies major which allowed students to select two concentrations. This led the way for later additional majors and degree programs and its recognition as a four-year institution
- 2001: Professional education programs began with the launch of the on-ground degree completion program for working adults
- 2008: The Kansas State Board of Education approved the implementation of the College’s teacher education programs
- 2011: The College established the School of Professional and Distance Education (SPE), after launching several online programs.
- 2013: HLC approved the College's request to offer online programs

- 2020: HLC & the Department of Education approved the College's request to offer its first graduate program (Master of Science in Strategic Leadership), with the first cohort launched in 2021.
- 2021: The College earned a CFI calculation above 1.5 and is on track to sustain that ratio through FY2023

During a recent Team Visit, it was noted:

Central Christian College of Kansas is focused on strategically planning for its future, it makes data-driven decisions and closely monitors its fiscal operations. The Board of Trustees and the President are actively engaged in oversight of its fiduciary responsibilities. Assessment of student learning is pervasive throughout the institution and drives change in the curricular programs. The institution has a plan for enrollment through growth in athletics. It has also made improvements in its cash flow and had two years of a balanced budget. Despite this, it remains an institution that must enhance and grow its resource base and its relationship to the Department of Education related to the allocation of federal financial aid.

As part of its evaluation, the Team recommended a Monitoring Report on finances in 2020, which was affirmed by the Institutional Affairs Committee (IAC). Due to a low CFI score and declining enrollment, identified through the Annual Update process, a Financial Review Team recommended a Focus Visit. The IAC agreed and combined the Focus Visit recommendation, with the 2018 Team recommendation for a Monitoring Report. CCK hosted the Focused Visit (virtually) in 2020, which resulted in an additional recommendation for a Monitoring Report, which was later embedded into this Comprehensive Visit (2024).

As evident in the historical record, Central Christian College of Kansas has a long history of responding with integrity and commitment in its relationship with the Commission. The College has consistently responded to concerns and recommendations with a spirit of collaboration, always seeking alignment with the Assumed Practices that guide all Commission members.

This steadfast dedication continues to be evident today. The College's strategic plan sets aspirational yet attainable goals, with clear timelines, metrics, and assigned responsibilities to actualize the vision. Enrollment planning targets specific growth in enrollment, retention, and persistence, synchronized with budgetary aims. And financial planning works hand-in-hand with strategic and enrollment plans within a framework of shared governance.

As a result, even amidst declining online enrollment, the College has shown continuous improvement in key financial ratios. This is due in part to an intentional and collaborative approach to assessment, planning, and budgeting, which has supported the strategic alignment of operations with resources. The College remains firmly rooted in its historic mission yet nimble and responsive to the changing landscape of higher education.

Based on a 140-year track record of dedication, adaptability, and commitment to improvement, the College and based on the evidence contained herein, substantiating the College's commitment to upholding the practices and values expected of Commission members, Central Christian College of Kansas is well-positioned to sustain and advance its mission for years to come.

In closing, we express our thanks and appreciation to the 2024 Assurance Argument Editorial Team

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- Dr. Leonard Favara (Editor-In-Chief)
- Mr. Matthew Malone (Managing Editor - Accreditation Liaison Officer)
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Additional thanks to Team Leaders & Readers (Dr. Gary Anderson, Dr. Cathy Brown, Dr. Rev. Mindi Cromwell, Dr. David Ferrell, Mrs. LeAnn Moore, Colonel Doug Vanderhoof, Dr. Lara Vanderhoof) and the entire campus community. This product is the outcome of a collaborative and shared endeavor. It is a testament to our shared values, shared mission, and shared future.

Gloria Patri, et Filio, et Spiritui Sancto. Sicut erat in principio, et nunc, et semper, et in saecula saeculorum. Amen.

1 - Mission

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

1.A - Core Component

The institution's mission is articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference 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 and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

Argument

Introduction

Central Christian College of Kansas (CCCK) maintains a mission that is not just articulated publicly but is also deeply woven into the fabric of the institution, its operations, and its personnel. The collaborative nature of mission development and review ensures that all members of the college community have a voice and a stake in the overall direction of the institution. This inclusivity not only strengthens buy-in and ownership of the mission, but also fosters a sense of community and shared purpose among faculty, staff, students, and alumni. By operationalizing the mission throughout the institution, the College maintains a cohesive and immersive experience – from academic programs to student services to administrative processes – all aligned with the vision, mission, and values.

1.A.1: The mission was developed through a process suited to the context of the institution.

Discussed further is sub-component 2.A.1, the Board approved the most recent iteration of the mission, "*To Provide a Christ-Centered Education for Character*", in 2010. Before its submission to the Board, the mission was developed through the collective input of the stakeholders of the College, which the then-president sought out through a series of open strategic planning sessions designed to identify the values and outcomes of the College. This process was affirmed in 2018 by the HLC Review Team.

The faculty and staff have the opportunity to review mission-related statements each fall, as part of the annual workshop. In addition, the governance structure is designed so that any constituency may propose agenda items, including changes to mission, vision, values, etc. In turn, the Board reviews and affirms the vision, mission, and values (or any other proposed modifications to mission-related statements), as part of its fall agenda when affirming the Strategic Plan.

1.A.2: The mission and related statements are current and reference 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.

Central Christian College of Kansas (CCCK), an evangelical Christian College embracing the Wesleyan tradition, is dedicated to educating men and women of character who will impact the world for Christ. This focus has been true for the College since its inception in 1884 when the primary mission of the institution was to develop students of noble character and thorough scholarship.

The College first began operations in 1884, as Orleans Seminary (which included primary grades through post-high school). In 1914, the Seminary relocated to McPherson, Kansas, and was renamed Central Academy and College, which was later modified to Central Christian College of Kansas (2000). As a member of the Association of Free Methodist Educational Institutions (AFMEI), CCCK holds to the doctrine and governance of the Free Methodist Church, as articulated in the Free Methodist Book of Discipline.

The most recent update of the mission represents an appreciation for and continuation of the purposes that first defined Orleans Seminary: "*to develop not only a thorough scholarship but noble Christian Character*". It also aligns with the embedded purpose articulated in the seal of the College, where the motto states *Educatio Moribus*. Translated, this motto conveys the foundational mission of the College, which was *Education in (for) Character*.

In 2022, CCCK's Vision Statement was updated to its current iteration,

"Central Christian College of Kansas aspires to provide a transformative educational experience rooted in Christ, to any person desiring to become a faithful steward of heart, mind, soul, and strength."

This updated language was initiated with the campus Leadership Team, followed by a review by the College Council. The revised statement was presented to the faculty and staff as part of its annual fall workshop, in which the mission, vision, and strategic plan were reviewed, allowing for the revision to be brought forward to the Board, who reviewed and affirmed the updated vision statement.

This modification, aligned with the mission statement, was meant to highlight the dual emphasis of the institution, which is dedicated to fostering an environment where personal faith and academic excellence provide a Biblically informed moral and ethical framework resulting in mission-minded professionals. In alignment with this perspective, the College's faculty and staff are committed to nurturing the spiritual, intellectual, and personal growth of each student, guiding them toward a deeper understanding of vocation and purpose.

1.A.3: The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.

At its core, the vision and the mission statements are 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 in 1884. As such, these statements act as a filter and lens through which all aspects of the College – from administrative actions,

budgets, athletics, academic programs, support services, and enrollment profiles – are scrutinized. Their influence, as well as adherence to the College's core values and faith heritage, help define the “warp and weft” of the College’s identity.

To operationalize the vision and mission, the College utilizes the CORE4 Model. The CORE4 illustrates the expected effect of the vision/mission and is therefore used to describe and gauge the institution’s alignment with expected outcomes. Each outcome signifies a distinct quality that can be used to quantify institutional progress and is useful in the evaluative process. They are

- HEART: We believe that graduates should demonstrate civic and moral leadership, in order “to do good; seek justice, and correct oppression.”
- MIND: We believe graduates should demonstrate reasoned and productive lifestyles, filled with the “Spirit of God, with wisdom, with understanding, with knowledge, and with all kinds of skills.”
- SOUL: We believe graduates should demonstrate an appreciation for the Lordship of Christ, “not lagging in diligence, fervent in spirit, serving the Lord.”
- STRENGTH: We believe graduates should demonstrate dispositional strength and behavioral readiness so that they “never tire of doing what is good”.

This same model (CORE4) serves to define the outcomes identified by the Board of Trustees in its *Ends Policy*, which defines the minimum performance expectations concerning the vision and mission (data collection and review discussed in sub-component 5.C.2.).

Due to the nature of the College and its recruiting footprint, a high percentage of the residential student body represents those who are economically disadvantaged. Pell grant recipients represent anywhere from 47% to 67% of the student population. For these students, a primary means of accessing funding for college is through participation in athletics. As of the Fall 2023 census date, 90.2% of residential students participate in or are associated with an athletic program. The College recognizes this as part of its student profile, as the College provides an opportunity for students to attend college through their participation in sports. This is one reason why retention data is lower than other colleges in the region since athletic participation and affordability are primary drivers of persistence.

The online student demographics are outlined as such from the Data Book....

The College does not consider race, color, national origin, sex, gender, disability, age, or other non-merit factors in its recruitment. This is in keeping with the vision to invite "any person" to participate in the CCKK experience. That being said, there are aspects of attending CCKK that are considered bona fide occupational qualifications (BFOQ), such as signing off on the lifestyle expectations of the institution, all of which are communicated in advance of enrollment:

- Online Students: Code of Conduct - SPE
- Residential Students: Campus Community Expectations

These are further amplified in manuals and handbooks available to the students e.g., Athletic Handbook; Student Handbook.

In the same way, and in keeping with its denominational affiliation, faculty, and staff are required to adhere to the *Policies and Procedures Manual*, which outlines a *Code of Conduct* and *Lifestyle Expectations*. This requirement is viewed as bona fide occupational qualification (BFOQ), thus allowing for informed disparate treatment.

The result of these efforts allows CCK to maintain an enrollment profile consistent with the mission of the College. The willingness of students to sign and submit to the *Community Expectations* and the *Code of Character* (for our on-ground and online students respectively) is evidence of this alignment.

1.A.4: The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.

Currently, the College offers numerous programs of study at the Associate, Bachelor, and most recently the Graduate Level. These programs, requirements, and outcomes are delineated in the College Council.

These academic programs are consistent with the mission of the College, with an appreciation for the role of the Liberal Arts. Majors primarily focus on the types of vocations that would blend well with the Wesleyan focus of the institution and are meant to serve the public good.

Recognizing the unique nature of its enrollment, the College has adjusted its support services to ensure alignment with its vision and mission, as well as the needs of its constituency. Since 2013, the College has invested in the development of a success center (Briner Academic Center). Besides the Librarian, the center includes one full-time staff member. The merger of the Library and Success Center has enhanced access to personnel and resources, which is reflective of its mission to "*improve academic performance, increase motivation, and enhance the potential in academics and professional success*". Evidence cited in Sub Component 3.D.4 supports the assertion that CCK's support services are consistent with the institution's mission.

Recognizing the economic diversity of its current population, the College collaborates with INCEPTIA. This resource, available at no additional cost 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 outcome to provide support services in alignment with the mission and the nature of its student body.

The residual effects of the pandemic strained the College's ability to address the growing mental health needs of students, both for online and residential students. In 2021, the College partnered with Virtual Care, which has provided 24/7 access to mental health practitioners. In addition, this partnership has provided wellness services that had hitherto been unavailable to either population. This partnership includes access to physical wellness, mental health, life coaching, etc.

1.A.5: The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

CCK clearly articulates its vision, mission, and institutional priorities through varied mediums and to specific audiences through public documents (print and electronic), websites, public presentations, communications, and social media platforms.

Internally, the primary governance and planning documents, such as the Board Governance Manual, Governance Manual, Academic Catalog, Policy & Procedure Manual, and the Strategic Plan all articulate the vision and mission, as well as reflect institutional priorities in keeping with the same.

Beyond these specific documents several other documents, (e.g. departmental documents, brochures, etc.) quote or allude to the vision and mission, the CORE4, and core values.

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 unique perspective of that division or department.

A brief examination of the physical campus reveals that the mission and CORE4 outcomes are noticeably displayed (e.g. banners, office placards, documents, artwork, etc.) This carries over to its online population through the LMS (CANVAS), which also displays and articulates the mission and CORE4.

To disseminate the heart and vision of the College to a wider audience, all admissions communications deliberately utilize a compilation of the mission statement, vision statement, CORE4, and core values. 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 CORE4 on the College's website and in print and digital mediums (addressed further in Criterion 02). Admissions Counselors and online recruiters are well-versed in the mission statement, vision statement, and CORE4.

The Admissions Office incorporates some of these materials 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 the participation of potential students in 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. Instead of underscoring the residential aspect, recruiters place prominence on the College's aspiration to offer an exceptional education from a Christian worldview. Recruiters emphasize the mission and vision statements by 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 further in Criterion 2).

The President, the Advancement Team (Foundation), and other College representatives also share the college's vision, mission, and institutional priorities with key stakeholder audiences both locally and globally. This occurs through personal and public forums including donor visits, legislative forums, alumni gatherings, community venues, and other platforms.

Conclusion

As affirmed through several documents (e.g. *Catalog, Strategic Plan, Website, Governance Manual, CORE4 Instrument, etc.*) Central Christian College of Kansas articulates its mission and operationalizes the same throughout the institution. Planning documents and meeting minutes attest that the mission was developed in a manner consistent with the context of the institution and that the vision, mission, and values of the institution are reviewed annually by faculty, staff, and Board members. Statements of Vision and Mission, respectively, and as expressed through the CORE4, reference the institution's unique perspective as a Free Methodist institution of higher learning. Academic offerings, support services, and enrollment profiles are in alignment with other regional institutions of higher learning and with the mission and nature of the institution.

1.B - Core Component

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

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
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 external constituencies and responds to their needs as its mission and capacity allow.

Argument

Introduction

Central Christian College of Kansas (CCKK) views its service to the public good as an outflow of its mission and heritage. As such, by placing the mission above other priorities, such as financial gain or external interests, CCKK demonstrates a broader commitment to making a positive impact on society as a whole. By prioritizing the educational needs of its students and ensuring that they receive a "transformational educational experience", the College is not only benefiting the individuals who attend the college but also contributing to the greater good by producing educated, responsible citizens who have an opportunity to reflect Christ-like character. This commitment to the public good reflects the College's belief in the importance of serving the community and making a difference in the lives of others, as well as its redemptive mission.

1.B.1: The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.

Central Christian College of Kansas (CCKK) demonstrates a clear commitment to the public good, both as a global construct and a local imperative. At the global level, aspects of the institution's commitment to the public good are embedded in its vision to assist students to become "faithful stewards of Heart, Mind, Soul, and Strength" and its mission, to provide a "Christ-Centered Education for Character". This educational focus is designed to develop global citizens focused on the redemption and restoration of humanity, which when informed through its Wesleyan heritage emphasizes important factors such as love-driven justice, cross-cultural collaboration, environmental and personal stewardship, simplicity, and sobriety.

From a curricular perspective, the public good is served by graduates prepared to seek their vocational calling, which in turn can influence the development of society and engage civic and social responsibilities. Programs such as psychology, education, ministry, criminal justice, healthcare, etc. are all designed to serve the public good and are essential to global health and prosperity.

The College endeavors to create and foster a culture that promotes community outreach and engagement at many levels. As such, the institution connects with the community and other external constituencies, responding to needs as capacity allows.

In addition, the College engages with local industry in collaborative endeavors that not only educate students about vocational options but also provide industry access to students for further vocational exploration. Examples of these activities include:

- Manufacturing Days
- Annual McPherson Housing Conference
- Annual Business Drive
- Unite Now - Church Worship Nights
- College-based Para-educator program with Local School Districts
- Annual Career Fair

Members of the executive staff also serve in many capacities, using their knowledge and talents to enhance the public good, as well as gain feedback concerning the public's perception of the College. These include:

- President: United Way of McPherson County (Past President), Association of Free Methodist Institutions (Lead President), McPherson Hospital Board, Chamber of Commerce, Higher Learning Commission Peer-Reviewer, Higher Learning Commission Conference Reviewer, Kansas Independent College Association (Legislative Committee)
- Chief Academic Officer: USD 418 Board of Education Member; ESSDACK Board Member, City of McPherson Emergency Response Team, Association of Christian Health and Human Services Board Member (ACCHHS), Offender Victim Ministry Facilitator, Boy Scouts of America - Pack 3133 Committee Member, United Way of McPherson County Board Member, Set Free Leader, Free Methodist Church Central Regional Conference Mission Chair
- Chief Operations Officer: Boy Scouts of America; Local Emergency Planning Committee, Kansas State High School Athletics Association, International Association of Approved Basketball Officials, American Legion
- Chief Financial Officer: Cedar's Board
- Chief Student Engagement Officer: Kansas Independent Colleges Association Leadership Academy, traveled to Paraguay and presented about culture change and enhancing relationships for optimal retention; traveled to Thailand and presented about reading strategies and has presented to local school districts about building strong relationships with primary teachers.
- Executive Director (Foundation): Cedar's Retirement Center Board and Finance Committee Chair, McPherson Free Methodist Church Finance Committee Member, McPherson High School Boy's Basketball 50th Reunion Chair

Members of the faculty also serve in many capacities, using their knowledge and talents to enhance the public good, these include:

- Exercise Science Program Director: Women and Children Combating Cancer (WACCC) Board Member
- Education Professor: Presented a seminar entitled, "Third Generation Christian Education" at the East Tennessee Christian Educators Conference
- Ministry/Theology Chair: Served as a reserve clergy delegate for the Great Plains Conference at the 2023 General Conference of the Free Methodist Church
- Humanities Division Chair: President of Kansas Music Teachers Association, Music on Site Opera Company Board Member, hosted Espresso Piano Camp on campus and taught with members from the McPherson Area Piano Teachers League

- Health Science Division Chair: McPherson Area Solid Waste Utility - McPherson Representative, Great Plains Conference Ministerial Education & Guidance Board Member

Every year, the College hosts several 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, and the B.G. Products Business Lecture Series, as well as cultural events sponsored by the Music, Theater, and Art departments. The Natural Science department supports public STEM initiatives through partnerships and special programs.

In 2022, McPherson County celebrated 150 years. As part of the celebration, the College partnered with McPherson County to bring Dr. Steven Woodward to campus for a lecture on James B. McPherson.

The recent installation of the Outdoor Fitness Court served as both a collaboration with the National Fitness Campaign and local industry, as well as providing a public service to the local community.

In addition, the presence of the College in the local community has a positive economic impact.

1.B.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.

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 is affiliated 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 CCKK is the sole author of internal policy and holds its interests as the primary element for all decisions and operations. A list of affiliations is available in the Catalog.

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.

To help ensure that auxiliary operations (e.g., Coffeehouse, Holdings, etc.) remain aligned with this approach, the Board of Trustees empowered the establishment of a Foundation. It is the role of the Foundation to serve the institution by managing non-related business, endowment management, capital campaigns, managing donor receipts, and overseeing assigned investment-related activities.

1.B.3: The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

According to the *Integrated Planning, Assessment, and Governance Manual (Governance Manual)*, the College distinguishes between those whose lives an organization exists to change (Customers or

Beneficiaries), those who carry out or support the function of the organization (Stakeholders), and those on whose behalf the organization has adopted that aim (Owners). In this way, the College views its moral owners as the community (citizenry) locally, regionally, and globally.

To gain the perspective of the "owners", the College Board seeks input from representative owners as part of its face-to-face meetings. In addition, "stakeholder" input is sought, as communication with stakeholders enables the College to be aware of issues and opportunities for partnership. Prior to the spring 2023 Board meeting, these two terms were used synonymously.

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 owners and stakeholders to voice their ideas and concerns. Specific examples include the President's attendance at Kansas state legislative receptions, communication with the Mayor of McPherson, and interactions with local State Representatives, as well as participation in the Kansas Independent College Association (KICA).

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:

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

The College is involved in local initiatives, affording College constituents the ability to engage with its external constituencies and respond to the needs of its local and greater community. A cross-section of these entities includes:

- Local Businesses – who employ students and sponsor internships and practicums. The annual McPherson Business Drive is also an opportunity for local businesses to show their support for the College's presence and mission.
- Local Churches - who provide student internships and involvement aid their ministry efforts.
- Future Employers –who employ graduates when they enter the workforce.
- Dual Credit Partner Schools – who allow their students to earn college credit through Central Christian College of Kansas.

- Art Department Alumni Mural Projects – who engage the public through murals created by the former Art Director and art students.
- Graduate Programs – whose continuing education programs that students enter after they earn a degree from Central Christian College of Kansas
- Adult Learners – who continue their education through degree completion and online programs while in the workforce.
- Private and Public Schools – who benefit from student teachers.
- Organizations – who host students to fulfill internships and practicums.
- Clubs and Organizations - who utilize campus facilities to host events, such as Camp Invention, 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 Foundation Office maintains regular contact with these individuals through print and digital communications, as well as the annual telethons. The President, members of the Executive Team and Board of Trustees, and the Foundation Office staff routinely travel across the country to visit donors throughout the year.
- Military and law enforcement – who are engaged both through student enrollment and through the sharing of institutional facilities with local law enforcement.

Some opportunities are an outcome of organic needs that arise, such as:

- The local police, fire, and sheriff departments needed a place to train, allowing the College to open up the use of its wrestling center and outdoor fitness court.
- In a 2023 train derailment that occurred adjacent to the campus, the College was able to supply meals to the First Responders. During the clean-up process, the College was able to serve over 240 meals and the college-owned coffee house provided coffee to the workers.
- Use of the Library, ZOOM Room, and meeting space for groups such as local educators, United Way of McPherson, Rotary, etc.
- Use of the Chemistry Lab by Home School Associations.
- Providing practice space to the local Community Theatre when Opera House stage space is unavailable.
- Allowing community access to the Frisbee Golf Course.

Conclusion

Central Christian College of Kansas, while operating in affiliation with the Free Methodist Church of North America, retains its independence, preserving both its mission and educational purpose. Furthermore, evidence supports that Central Christian College of Kansas is committed to serving the public good in alignment with its mission and heritage.

1.C - Core Component

The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

Argument

Introduction

Central Christian College of Kansas is committed to providing opportunities for civic engagement that are aligned with its mission and serve the needs of its diverse constituencies. As such, the College is intentional in its efforts to create a campus environment where all members of the community, including students, faculty, staff, and administrators, have the opportunity to engage in respectful dialogue and exchange of ideas. By fostering a culture of respect and open dialogue, the College can prepare students to become socially responsible citizens who can effectively reflect Christ's admonition to address the challenges of our increasingly diverse and interconnected world with love, compassion, and grace.

1.C.1: The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.

The denominational legacy of Central Christian College of Kansas (CCCK) is rich with diversity. The Free Methodist Church, birthed from the Wesleyan movement, is rooted in the 19th-century abolitionist movement and celebrates cultural expression. Accordingly, the College desires to prime and equip its graduates to be *global citizens*. One of the "Ends" (outcomes) that are used by the Board of Trustees to assess mission alignment, specifically addresses this topic.

As outlined in the *Board Governance Manual*, students graduating from CCCK:

"Should demonstrate civic and moral leadership, live lives of integrity, and treat others with dignity and respect in order 'to do good; seek justice, and correct oppression.'"

Since leadership regularly monitors the progress of this plan, it ensures that the College engages in processes and activities that reflect attention to human diversity as appropriate within its mission and the constituencies it serves. Currently, the Miville-Guzman Universality-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 >3.50.

In addition, student perspectives, collected from course surveys both online and residential, affirm that students perceive that they are challenged to engage diverse ideas and viewpoints.

The Academic Office supports this outcome through its application of CORE4 in the General Education curriculum. In addition, students have the opportunity to take coursework that includes experiences specifically addressing diverse perspectives and enhancement of cultural awareness, while also addressing vocational readiness. These elective opportunities include:

- Specific Coursework
 - A History of Minorities in the U.S.
 - Adaptive Physical Education
 - Civics and Social Responsibility
 - Concert Choir
 - Conversation Lab
 - Cross-Cultural Communications
 - Cultural and Geo-Historical Settings of the Bible
 - Culturally Diverse Field Experience
 - Culture in Context
 - Current World Problems
 - Exceptional and Diverse Learners
 - Field Anthropology
 - Human Sexuality
 - Interpersonal Communications
 - Jazz Band
 - Mass Media
 - Music History
 - Popular Music in America
 - Principles of Sociology
 - Social History of the 1960s
 - Social Psychology
 - World Religions
- Cross-Cultural Learning Experiences
 - Study-Abroad Programs (Students International, Madrid, Israel/Palestine)
 - Missions Work (Tribal Villages, Inner-City)

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

- Recognition of Martin Luther King, Jr. Day through community participation and course activities
- Commemoration of Black History Month
- Commemoration of Hispanic Heritage Month
- Commemoration of Asian Pacific American Heritage Month
- Commemoration of Native American Heritage Month
- Commemoration of National Women's History Month
- Speakers/Colloquia/Engage Days

The College utilizes a chapel/convocation program to engage students in various topics including faith, diversity, worldview, politics, sexuality, well-being, etc. Attendance is required as an aspect of enrollment, which includes participation in smaller discussion groups. Thus the topics presented in the larger venue are later fleshed out within the smaller discussion groups that meet every week. Online and traditional students have access to the chapel broadcasts in two digital mediums: YouTube Chapel Access and Soundcloud.

In the past, the College has supported an active multicultural club, which is just beginning to gain momentum again, following the pandemic. This club has actively sought ways to expand awareness of multicultural issues, perspectives, and experiences. This has been done through special events such as Diversity Week, Cross-Cultural Event: Christmas Fiesta, and programming.

CCKK also works with international students desiring to complete their undergraduate and graduate 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, Italy, South Korea, 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. In 2020, the College hosted a group of students from Shukutoku University for an educational and cultural experience. In the fall of 2023, the College hosted two students from Tottori University of Environmental Studies (Japan) for a cross-cultural experience.

In November of 2022 the institution's Chief Academic Officer, accompanied by Free Methodist missionaries, traveled to Madrid, Spain to secure study-abroad opportunities for our students to further their access to a diverse, globally connected world.

Workplace Success

Embedded in the CORE4 are eight virtues (Cardinal virtues). While originally an outcome of a process meant to identify key character qualities that the College sought to develop in alignment with its mission to provide a Christ-centered education for Character, these qualities also align with key qualities that recruiters and hiring managers value. In this way, beyond the curricular support provided through a major area of study, CCKK is promoting the development of key skills needed to enhance workplace success. While not currently the primary focus of the curricular program, the application of this topic has been targeted for possible review and implementation.

1.C.2: The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.

CCKK 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.

In keeping with its vision and mission, the student population at CCKK includes Non-Degree Seeking (NDS), Dual-Credit, Associate, Bachelor, and Graduate students. These students attend online and residentially, representing diverse populations.

	Headcount	Male	Female	Ethnic Diversity
Online	125	41	84	39%
Residential	268	165	103	58%
Graduate	16	26	8	50%
Dual	33	11	22	3%

The result is a student population that is more diverse when compared to the local community and other Kansas Independent College Association (KICA) institutions, substantiating the College's commitment to enhancing multicultural exposure and understanding. In 2024, Central Christian was recognized as having the highest residential diversity rankings in the state and one of the highest among regional Colleges in the Midwest.

Since 2017, *U.S. News and World Report* has consistently placed Central Christian College of Kansas in the Top 10 of most economically diverse colleges in the Midwest.

According to the 2021 Snapshot (NSSE), graduating seniors indicated that *Understanding people of other backgrounds* and *Being an informed and active citizen* were key experiences 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 discussions was impactful.

While the addition of online programming provides opportunities for expanded staffing, the current geographic location of the institution hinders continued efforts to provide 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, and including an underrepresented representative on the search committee. This approach has been included in the hiring practices of new faculty campus-wide, as stated in the *Faculty Handbook* and *Policies and Procedures Manual*.

At the same time, the College is seeking to create partnerships that mitigate these known gaps. When diversity scale scores dipped below the proficiency rating desired by the College in 2022-2023, and recognizing the growing number of Hispanic students in the institution (without an equally growing number of Hispanic faculty and staff), the College joined the Hispanic Association of College and Universities (HACU). Membership in HACU provides a credible source on how to improve the College's work with this population, and in turn, influences improvements on the diversity scale.

1.C.3: The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

The College maintains statements concerning discriminatory behavior and respect. A Grievance Policy is maintained, which outlines how individuals may raise concerns associated with disrespectful, harassing, or discriminatory behavior. The policy, which includes a reporting process, is available through multiple sources including the Student Handbook, the Catalog, and the Consumer Information Page.

A review of the Complaint Record demonstrates that any concerns of this matter were responded to with due diligence and in a way that not only addressed the issue but sought to develop policy and procedures to mitigate future occurrences.

Conclusion

Central Christian College maintains a rich cultural setting as represented by its student body. While efforts to reflect that same level of diversity in faculty and staff are ongoing, the College is making intentional efforts to situate its educational offerings and experience within a framework that promotes

cultural awareness, fosters a climate of respect, and prepares students for successful work in a multicultural society.

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 embraces its mission through a wholehearted commitment to students. The College's Free Methodist heritage and Wesleyan roots shine through its mission, amplified by the CORE4, which is focused on diversity, character development, intellectual development, and service to society. This mission permeates every aspect of campus life.

From budgeting to programming, the CORE4 outcomes guide decision-making, to enact the College's mission and values. Faculty and staff nurture students' growth, not just intellectually but as whole persons. Cross-cultural learning happens inside and outside the classroom. Students gain workplace skills and a global perspective to help them thrive after graduation.

The student body's diversity provides a microcosm of the wider world. Intentional programming and activities give students hands-on practice engaging across differences. When they graduate, Central Christian College students leave equipped to live out the mission through their careers and communities. The College's commitment to developing the whole person radiates through its culture. Its dedication to diversity and the public good shines through in the character and actions of students and alumni.

2 - Integrity: Ethical and Responsible Conduct

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

2.A - Core Component

The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

Argument Introduction

Central Christian College of Kansas is committed to promoting fair and ethical behavior among all members of its community. College leadership recognizes the importance of transparency and accountability when it comes to managing resources and serving students. By establishing and following policies and processes that promote fair and ethical behavior among its governing board, administration, faculty, and staff, Central Christian College of Kansas seeks to ensure that all stakeholders are held to the same high standards. A key aspect of this is the collaborative development of a clear mission, supported by the Board of Trustees, that guides all decisions, actions, and points of assessment. Through its commitment to operating with integrity in its financial, academic, human resources, and auxiliary functions, Central Christian College of Kansas strives to create a positive and supportive environment for all members of its community.

2.A.1: The institution develops and the governing board adopts the mission.

Also explored in sub-component 1.A.1., the Board approved the modified mission in 2010, after having been developed through the collective input of the stakeholders of the College. This process was affirmed in 2018 by the HLC Review Team.

The Board annually reviews and affirms the vision, mission, and values as part of its fall agenda, when affirming the Strategic Plan. Starting in 2021, the President included a review of the vision, mission, and values as part of strategic planning exercises provided at the beginning of the residential academic year. An aspect of this process includes space for modifications to the vision, mission, values, and goals to be reviewed and revised. The governance structure allows any constituency group to propose agenda items, including modifications to vision, mission, and values.

In 2022, the Vision Statement was updated. This began with a review by the campus Leadership Team. The revised statement was presented to the faculty and staff as part of its annual fall workshop. After receiving input from faculty and staff, the Board reviewed and affirmed the updated vision statement.

2.A.2: The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

General Operations

Central Christian College of Kansas (CCKK) has established policies, processes, and procedures to ensure fair and ethical behavior on the part of its governing board, administration, faculty, and staff. These policies, processes, and procedures guide the day-to-day operations of the College, as well as its partnerships and collaborations. This is evidenced by the presence of numerous source documents that serve as reference points for evaluation, decision-making, and execution. These documents include, but are not limited to:

- *Board Governance Manual*
- *Policies & Procedures Manual*
- *Governance, Integrated Planning, & Assessment Manual (Governance Manual)*
- *Faculty Handbook*
- *Student Handbook*
- *Athletic Handbook*

Regular review of these documents helps ensure that principles and procedures remain in alignment with such entities as the Higher Learning Commission, the United States Department of Education, Federal, State, and other regulatory bodies, as well as denominational, accrediting, and other professional bodies. 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”.

The *Governance Manual* ascribes custody of each document (or sections of documents) to help ensure appropriate oversight. Accordingly, these documents are reviewed and revised on an ongoing basis to remain *au courant* of changes and adjustments:

- *Faculty Handbook*
- *Athletic Handbook*
- *Student Handbook*
- *Governance Manual*
- *Policies & Procedures Manual*
- *Board Governance Manual*

Finances

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.

As is true for all points of assessment, the data and feedback derived from the audit are used to improve operations, supporting integral operations. Examples of improved operations amplifying integrity include:

- Updated Policies
- Restoring Underwater Temporarily Restricted Funds and Endowment: Part of the strategy to ensure the ongoing protection and integrity of restricted funds was the establishment of The Foundation of CCKK. This collaborative approach has resulted in the full restoration of temporarily restricted funds and progress with the endowment. *Discussed further in Core Component 5.B.*
- In FY2022, it was discovered that the College had not properly filed Form 5500. To ensure compliance, the Board sought direction from the College's auditor and legal counsel (Husch Blackwell). To maintain integrity and compliance, the Board asked the leadership Team to ensure that all past years were addressed. Since that time, the College has engaged a firm and updates are being made.

The Finance 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 Finance 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. 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 and reports those back to the auditor, which are also reviewed by the Board. The Business Office maintains Auditing Reports and Management Letters, distributing copies to the members of the President's Executive Team and to the Board.

To further support integral financial operations, Executive Limitations are set by the Board of Trustees, defining the financial powers of the President as well as defining the expectations 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 annual compliance reports 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 Uniform Guidance Audit (Financial Aid) and completes the Fiscal Operations Report and Application to Participate (FISAP).

DJA Financial Services (DJA) is a third-party service that assists with the College's Financial Aid Services. This partnership enhances integral operations in that DJA provides auditing services to aid the College in compliance and monitoring. However, though DJA partners work with the College to assist in developing financial aid packages and addressing students' concerns, the College remains solely responsible for drawing down funds and dispersing aid.

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. The Consumer information page includes many links and resources, including:

- *Student's Right to Know*
- *Campus Fire, Safety & Security Report*
- *Campus Emergency Plan*

- *Equity in Athletics Annual Report*
- *Net Price Calculator*
- *Student Complaint Link*
- *Academic Catalog Link*
- *National Center for Education Statistics (CCCK)*
- *College Scorecard (CCCK)*
- *Student Achievement Measure (CCCK)*
- *Notification of Regulatory Rights (Title IX, Clery, VAWA, SAVE)*
- *Title IX & Confidential Reporting Contact Details*
- *Personally Identifiable Information Policy*
- *Privacy Policy*
- *State Authorization (NC-SARA)*
- *Professional Licensure and Certification Notification*
- *World Wide Web Content Disclaimer*

Academic

While the integral operation of academics is shared across the institution, the faculty play a critical role in maintaining the integrity of academic programs. The *Academic Catalog* serves as the primary source document articulating policy concerning academic performance and administration. The Registrar leads the review of this document on an annual basis. The faculty and academic office then use it to establish clear course-related expectations, to promote an atmosphere in which learning with integrity is encouraged, and to confront situations of academic performance. Additionally, there are several integrity-related policies included in the syllabi template used to structure each class's syllabi, including:

- Academic Freedom Policy
- FERPA Policy
- Social Media Policy
- Academic Honesty / Plagiarism Policy
- Confidentiality & Title IX
- Copyright
- Academic Accommodations

The *Faculty Handbook* helps amplify sections of the *Catalog* and the *Policy & Procedures Manual* to assist faculty in their role as overseers of academic integrity, both at the individual and institutional levels. This includes oversight of research, addressing violations of academic integrity, and approving curriculum, and graduates.

In 2022, the College participated in the Department of Defense (DOD) Voluntary Education Institutional Compliance Program Review. The compliance process plays a key role in DOD policy to develop quality partnerships, best support Service members, and ensure that partner schools comply with the terms of their Memorandum of Understanding (MOU) as well as the Principles of Excellence enunciated in Executive Order 13607. The College was pleased to have completed the review process. In 2023, the College also completed an audit by the Office of Veteran's Affairs.

Human Resources

The *Policies & Procedures Manual* serves as the primary source document through which the institution articulates ethical policies for faculty and staff. These include specific language regarding common topics, such as:

- Code of Conduct
- Conflict of Interest
- Fair Employment
- Non-Discrimination
- Nepotism
- Fraud
- Hiring Practices
- Internal Controls
- Harassment
- Business Operations

In addition, the *Policy & Procedures Manual* provides administrators, faculty, and staff with information about their rights and responsibilities within the institution, including procedures for articulating complaints and grievances. The same is true for students, in that the *Student Handbook* and the *Catalog* provide students with policies and procedures informing them of their rights and responsibilities within the institution, including information regarding procedures for receiving complaints and grievances. A review of files related to complaints and grievances demonstrates that appropriate offices respond promptly and use contributions gleaned from these communications to improve processes. Additionally, on the institution's staff resources web page is a link to submit a grievance.

General Regulations (e.g., Title IX, Privacy, GLBS, etc.)

The institution's Title IX policy can be found on the institution's website at <https://www.centralchristian.edu/rights/>, and CCKC's faculty and staff regularly participate in training related to Title IX and sexual harassment. Students are informed of their rights under Title IX. This is done through numerous means, such as an email at the beginning of each academic year, the Title IX Coordinator speaking at campus events, and a flyer distributed to each student. Additionally, a ledger of all complaints related to Title IX is housed in the Office of Human Resources.

In alignment with GLBA regulations, the College provides the Board with an update on cyber security, vulnerability testing, and protection of student privacy. The Consumer Information page also includes a link to the *Privacy Policy* and the *Information Security Plan*. The *Policy & Procedures Manual* maintains an Incident Response Plan.

In compliance with Federal Regulations, Central Christian College of Kansas maintains procedures to verify the identity of students who participate in distance learning or online courses and establish that students who register in these courses are the same students who participate in and complete the course activities and assessments and receive academic credit. This policy is available online but has not been incorporated into the *Catalog*, which is scheduled to occur in the 2024-2025 version.

Following the cessation of an Online Program Management (OPM) agreement, Central Christian College of Kansas now directly manages all recruiting and financial aid staff. In response, the College developed an *Admission Ethics Policy*, which is maintained in the *Policies and Procedures Manual* to ensure annual

review. Admissions counselors and financial aid workers are introduced to the Ethics Policy as part of on-boarding and the director of that division is scheduled to provide annual training.

Auxiliary Functions

Campus housing, campus dining, the Foundation, and bookstore operations are revenue-generating units reporting to an appropriate Chief Officer. Seen as integral to operations, all auxiliary functions comply with all internal and financial controls, aligning with the mission of the institution.

External contracts are obligated to operate consistent with federal and state law, including the Fair Housing Act; Section 504 of the Rehabilitation Act; the Higher Education Opportunity Act, the Americans with Disabilities Act; the Clery Act, FERPA, and others.

Athletics complies with federal regulations as promulgated by the DOE in Titles IV and IX and with the constitution, operating bylaws, and administrative bylaws published by the NAIA (Sooner Athletic Conference) and NCCAA. The College provides data annually in compliance with the Equity in Athletics Disclosure Act (EADA).

Heartbeat Coffee and CCK Holdings are operated under the authority of the Central Christian College Foundation (Foundation). All entities, including the Foundation, while operating as independent auxiliary enterprises, are included as part of the institution's annual audit. *More information is available in Criterion Five.*

Conclusion

Central Christian College of Kansas maintains and follows policies and processes that provide for the fair and ethical behavior and treatment of its governing board, administration, faculty, and staff. This is supported first by a mission that is shared by the faculty, staff, and Board of Trustees, which provides the basis for the Core Values and Beliefs that inform its operations. Policies and procedures are current, informed, and reflect best practices. By continuously evaluating and improving its policies and processes, the College endeavors to foster a culture of accountability and respect among its members.

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public.

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.
2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

Argument

Introduction:

Central Christian College of Kansas presents itself clearly and completely to its students and the public. This commitment to clarity is evident in how the institution presents itself and provides resources through which individuals can confirm and interact with data. From its website to its brochures, Central Christian College of Kansas provides detailed information about its programs, faculty, and mission.

2.B.1: The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure, and accreditation relationships.

To ensure that the Central Christian College of Kansas (CCKK) presents itself clearly and completely to its students and the public, members of the College work diligently to ensure that each resource accurately portrays programs, requirements, costs to students, control, and accreditation relationships.

To do this, the College utilizes several communication strategies and mediums. The Academic Catalog serves as the primary source document through which CCKK makes readily available clear and complete information, including:

- statements of mission, vision, and core values
- full descriptions of the requirements for its programs, including all prerequisite courses
- requirements for admission both to the institution and to particular programs or majors
- its policies on acceptance of transfer credit, including how the institution applies such credit to its degree requirements
- all student costs, including tuition, fees, training, and incidentals; its financial aid policies, practices, and requirements; and its policy on refunds
- policies regarding academic good standing, probation, and dismissal; residency or enrollment requirements
- a full list of its instructors and their academic credentials

In addition, the *Academic Catalog* outlines international admissions requirements, information for Veterans and Active Duty personnel, and the status of state authorization agreements. The *Academic Catalog* is available through the College's website. 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. The College website parses out this information on different public-facing documents or web pages.

In addition to the *Academic Catalog*, the Student Portal, the Learning Management System (LMS), and the College Website serve as additional sources of information. Through the student portal students can access a degree audit, course offerings, financial aid award letter, and billings statement.

On the College website, the College maintains a Consumer Information page, which provides easy access to data and information about the College (<https://www.centralchristian.edu/about/consumer-information/>). It includes links to information such as:

- Alcohol and Drug Biennial Report
- Campus Safety, Fire & Security Report
- Equality in Athletics Report (EADA)
- Transfer Policy
- Voter Registration

- Grievance Link
- Academic Catalog
- Outcome Data
- Title IX, Clery, VAWA, SAVE
- Privacy Policy/PII
- State Authorization
- Professional Licensure Data Sets

Additionally, the College maintains a data resource room on the web, managed by the Office of Institutional Effectiveness (<https://www.centralchristian.edu/institutional-research/>).

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

The Marketing Director provides oversight for all external-facing communications and marketing. This office maintains branding standards that strengthen the message and clarity of the College. This includes the development of marketing material utilized in recruitment.

Governance Structure

The Board of Trustees maintains its own *Governance Manual*, which is available through the Office of the President, aspects of which are reflected in the institution's *Governance Manual*. The *Board's Governance Manual* provides an accurate and transparent reflection of the Board's governance structure. Operating in tandem with the *Board's Governance Manual*, internal governance is outlined in the *Integrated Planning, Assessment, and Governance Manual* ("Governance Manual"). It is made available to the campus community through the Staff Resource page and serves as a reference document concerning the governance structure at CCKK, ensuring the accuracy of any representations concerning governance, as well as serving as a reference to provide accountability in its systems.

Accreditation Relationships

Central Christian College of Kansas holds primary accreditation through the Higher Learning Commission. In compliance with the Commission and to ensure that claims of accreditation are accurate, CCKK maintains the Mark of Affiliation on its webpage. This same web page includes information regarding CCKK's Education Program and its standing with the Kansas State Department of Education.

In compliance with regulations, the Education Department maintains information on the Consumer Information Page concerning Professional Licensure and Certification. This information includes public disclosure of examination pass rates.

CCKK participates with the Department of Defense, related to veterans and service members. In keeping with compliance issues (2A) and the accuracy of the representation, the Department of Defense affirms compliance.

2.B.2: The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose, and economic development.

Central Christian College of Kansas (CCCK) attests that it is fulfilling the claims it makes concerning an enriched educational experience, as evidenced by data derived from numerous sources intentionally tracked for such purposes, to improve and refine this experience.

Exit surveys indicate that 73% of exiting seniors associated with the residential program indicate their agreement that the College “motivated...to maintain resilient character.” Online learners echo this statistic, with 100% indicating via their exit survey that their experience with CCCK “helped...develop better character.” *Exit Survey Reports are available in sub-component 4.A.6.*

Exit Surveys indicate that the College is fulfilling its commitment related to the Ends required by the Board, as reflected in recent Exit Surveys for residential and online learners, which indicate that:

- 85% of graduating students affirmed that the College provided a quality education (Heart)
- 89% of graduating students affirmed that the College provided a quality education (Soul)
- 96% of graduating students affirmed that the College provided a quality education (Mind)
- 87% of graduating students affirmed that the College provided a quality education (Strength)

Recognizing the limitations of relying solely on student feedback, CCCK also utilizes external (validated) measures for comparative analysis. A specific tool has been identified for each of the four "Ends" associated with the CORE4:

- Heart (M-Guds Diversity Scale)
- Mind (California Critical Thinking and Skills Test)
- Soul (Lifeway Spiritual Assessment)
- Strength (MicroFit Wellness Assessment)

The *Data Book* tracks the data related to these ends identified by the Board of Trustees. Since these outcomes align with the mission and CCCK's definition of character, the data associated with these outcomes support that CCCK fulfills the claims it makes in its mission statement. Work continues to move current levels of performance from “Proficient” to “Ideal”, as identified in the *Data Book*.

In addition to this, the College participates in the CCCU CAP. The Collaborative Assessment Project (CAP) orients members of the Council of Christian Colleges and Universities (CCCU) around a common set of campus assessments that help provide empirical evidence providing sector norms for institutional benchmarking. The cyclical nature empowers CCCK to examine institutional effectiveness over time through longitudinal data analysis. Assessments include:

- Ruffalo Noel Levitz (RNL) Student Satisfaction Inventory (SSI)
- National Survey of Student Engagement (NSSE)
- Student Thriving Quotient
- Priority Survey for Online Learners (PSOL)

The NSSE Report illustrates that students are engaged with practices related to the institution's CORE4 (Heart, Soul, Mind, and Strength). This is particularly notable in the perceived gains among seniors on page 4 of the snapshot, which highlights critical thinking, informed citizenship, ethical development, and

workplace preparation. In each assessment, there are specific elements that point to the need for enhancement (e.g. student engagement, broader colloquia, connection to community, etc.). Here again, while the data does provide points for growth and development, the data also suggests that CCK fulfills the claims it makes for an enriched educational environment.

To specifically capture data on online learners, CCK administered the Priority Survey for Online Learners (PSOL) and is scheduled to do so again in spring 2024. THE PSOL is a survey developed by Ruffalo Noel Levitz' used to assess the priorities and satisfaction levels of online students.

CCK's last report outlined that online students were more likely to say that CCK has met their expectations (74%) and that they were satisfied with their experience thus far (88%), compared to national averages (67% and 84% respectively). In addition, online CCK learners significantly agreed that the program challenged them to develop:

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

See sub-component 5.A.2. for further discussion.

Conclusion

Central Christian College Kansas utilizes several publications and mediums to ensure that it provides clear and complete information to students and the general public. The primary publication is the *Academic Catalog*, which is readily available on the College's website. In addition, the College maintains a comprehensive *Consumer Information* page and *Institutional Data* page, further providing data to support any claims it makes and to ensure transparency to internal and external constituencies.

2.C - Core Component 2.C

The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

Argument Introduction

Central Christian College of Kansas has a governing board that reflects a commitment to prioritizing the preservation and enhancement of the College. With a focus on maintaining the College's values, mission, and overall well-being, the Board works diligently to provide insight and oversight designed to enhance growth, success, and sustainability. Through their dedication and leadership, the Board plays an instrumental role in ensuring the College's integrity and reputation are preserved. By being trained, knowledgeable, and engaged the members of the Board provide valuable expertise and insight, allowing for informed and strategic decision-making processes.

2.C.1: The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.

The Board intentionally seeks to include members who provide vital and varied experiences that can enhance its ability to meet its legal and fiduciary responsibilities. These areas include legal, financial, business, higher education, theological, etc. A review of the Board Member bios demonstrates this commitment. Likewise, members of the Foundation Board also reflect proficiency and expertise suitable to their role.

In addition to the experience brought to bear by individual members, the Board engages in ongoing opportunities for education and development. At each formal meeting the Board schedules time for ongoing training. In addition, the President of the College provides training materials as part of his regular reporting cycle. The Board chair attends the annual Association of Free Methodist Educational Institutions (AFMEI) meetings, which allows interaction between the Board Chairs and the President of the other Free Methodist Colleges/Universities, as well as the Bishops.

As discussed further in sub-component 2.C.3., the Board also relies on input from internal and external constituencies. In this way, the Board remains knowledgeable and can make informed decisions in collaboration with and on behalf of the College.

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

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 demonstrate strategic planning and tactical management concerning the educational mission and operations of the College.

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
- Academic Programming
- Employee Retirement Income Security Act (ERISA) / Investment / Insurance

This is also true of the Foundation Board, whose primary focus is the management of the endowment, investments, and auxiliary business ventures.

In order to preserve and enhance the institution, the Board regularly reviews presidential performance. This is done in accordance with governance policy through the annual submission of the Monitoring Report which illustrates compliance or non-compliance with the Limitations and achievement of the Ends.

2.C.3: The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.

Embedded in the *Board's Governance Manual* is the expectation that the Board remains trained and knowledgeable about the College and its role as the Board. This is accomplished through two complementary processes; Ownership Interactions and Stakeholder Interactions. This is primarily done through the work of the Governance & Ownership Committee. This committee exists to strengthen the Board's 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 perspectives and take specific questions from the Board. In addition, the Board hosts special *open events* (e.g., meals, receptions, gatherings, etc.) to allow interaction with student groups, faculty, and staff (stakeholders). These events occur annually and have included research fairs, presentations, and dedicated meals and breaks.

With the adoption and full ratification of the *Integrated Planning, Governance, and Assessment Manual (Governance Manual)* in September 2022, each constituent committee is provided an opportunity to submit a written report to the full Board. According to Executive Limitations, the President cannot prohibit, ban, or alter these reports. This ensures that the Board is receiving unfiltered internal input to guide its deliberations.

2.C.4: The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties.

In alignment with its affiliation as a Free Methodist College, 25% of the Board must maintain membership in the Church. In addition, as stated in the *By-Laws*, a representative Bishop of the Free Methodist Church of North America is provided an *ex officio* seat. In this way, the Board ensures compliance with the AFMEI. However, since the institution does not receive any direct financial support from the denomination, and affiliation is voluntary, the Board preserves its independence. In this way, the CCK Board is a self-governing and self-perpetuating body.

The Board also maintains a conflict-of-interest policy 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's Code of Conduct specifically addresses the preservation of its independence from undue influence when such influence would not be in the best interest of the institution. Procedurally, all Board members are required to complete an annual Conflict of Interest Form, identifying any possible points of conflict. In addition to signing the form, the Board preserves its independence asking members to recuse themselves when discussing any issues that may present a conflict of interest.

The 2018 Review Team recognized the College's practice of receiving short-term private loans from members of the Board (related-party loans). Later, the 2020 Review Team raised a concern about this activity, which by that time had ceased to be a practice used by the College. However, the Board took action to constrain any conflicts of interest by instituting a policy concerning related-party loans.

Board Members receive no compensation for their service beyond reimbursement for their expenses. As it relates to donor influence, the Foundation of CCCK maintains its own self-governing Board, with full authority to accept or refuse gifts, which helps provide a degree of separation between donors and College Board governance.

2.C.5: The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

Ultimate authority for the welfare of the College resides with the Board. The Board of Trustees must guide the College towards its stated vision and mission. The main responsibilities of the Board include providing strategic direction to the College, providing accountability for policy enforcement, and providing oversight of the College's financial and fiduciary responsibilities. It is also the role of the Board to hire a President and hold the President responsible per the Ends and Limitations as defined by the Board.

The Central Christian College of Kansas Board of Trustees relies on the Policy Governance System (PGS) to inform its structure and functions. PGS, also known as the Carver Method, is a governance paradigm designed to compel board members to focus primarily on their fiduciary responsibility, as well as sustaining and supporting the mission of the institution through oversight, rather than direct management. As such, the Board primarily focuses on evaluating and supporting its desired outcomes (the Ends), delegating and limiting (but not managing) how these outcomes are achieved.

In adherence to its *Governance Model*, the Board delegates its authority to the President of the College. In delegating authority to the President, the Board also encumbers the President with specific limitations (discussed above). In conferring full authority, the President may delegate limited and specific authority to administrative officials or bodies, each with responsibility commensurate with the delegated authority. As a vested member of the Institution, the President electively constrains aspects of his or her authority under the governance structure, seeking to work collaboratively with the constituents of the College to manage the day-to-day operations.

The Board recognizes the role of the faculty in proportion to the degree of their expert knowledge, and as such looks to the faculty to adjudicate and influence such fundamental areas as curriculum, subject matter, methods of instruction, faculty credentials, and those aspects of student life which relate to the educational processes. Specific language related to this expectation is enshrined in the Presidential

Limitations. By its policy, the Board is restricted from direct influence on the faculty, though the College does maintain policies that provide for Board input on certain curricular decisions. Compliance with these expectations is enshrined in the minutes of the Board, such as

- Approval of graduates, upon recommendation of the Faculty
- Affirmation of actions taken by the Faculty
- Affirmation of Updates to the *Faculty Handbook*

In recognition of the Board's desire to maintain a collaborative governance structure reflective of the model set forth through Scripture, it is expected that the President exercise due diligence in consulting with the faculty, professional staff, students, and other campus constituents on issues affecting them, to facilitate open communication and effective governance of the institution. In like manner, the President has a dual responsibility to openly and honestly represent the work and concerns of the Institution to the Board, an expectation that is articulated in the Executive Limitations.

Conclusion

Through adherence to its *Board Governance Manual* and the College's internal governance structure, the Board remains autonomous in its deliberative and decision-making process. Minutes demonstrate that the Board operates in the best interest of the College and remains in compliance with its purpose. It delegates management of day-to-day operations to the College staff and relies on the faculty to provide curricular oversight and recommendations.

2.D - Core Component 2.D

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

Argument

The institution maintains policies addressing Academic Freedom and Freedom of Expression in the *Academic Catalog*.

- Academic Freedom
- Freedom of Expression

The Freedom of Expression policy provides instructions concerning how students can engage in public expression. The *Faculty Manual* maintains an amplified version of these policies.

The common template for residential course syllabi includes a reference to Freedom of Expression. For online students, these statements are embedded in an introduction assignment for each course. In like manner, graduate students are asked to review and acknowledge these rights and responsibilities to gain access to their first course.

While the student body no longer maintains a newspaper, the governance structure provides opportunities for students to express ideas and address concerns. This is primarily achieved through the Student Government, who meet regularly to address the needs and business of the student body. A representative of the Student Government also maintains a voting seat on the College Council where

they can bring agenda items to the institution's administration. Additionally, the Council of Student-Athletes (CSA) meets regularly with the Athletic Director, giving student-athletes another avenue in which to speak freely and voice any needs or concerns they have to institutional officials.

Beyond these opportunities for expression, CCK students are regularly challenged to express themselves in the classroom through coursework, writing assignments, class discussions, online discussion boards, and artistic expression, without fear of censorship or suppression. This is best evidenced by the lack of any grievances related to this subcomponent.

Additionally, student perception data, collected through student course surveys for both online and residential students, validates the College's commitment to maintaining an environment committed to freedom of expression and the pursuit of truth in teaching and learning.

2.E - Core Component 2.E

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

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.
2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
3. The institution provides students guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

Argument

Introduction

Central Christian College of Kansas (CCK) 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 CORE4 Framework aligns intellectual pursuit with social and spiritual responsibility. Training and accountability guide members of the College in the ethical practice of discovery. The *Academic Catalog*, *Faculty Handbook*, *Student Handbook*, and individual course syllabi all include statements and policies about academic integrity.

2.E.1: Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior, and fiscal accountability.

While not designated a research facility, the College does maintain an Institutional Review Board (IRB). The Institutional Review Board (IRB) is a standing committee designed to authenticate research and oversee the ethical use of research. 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 from the IRB before engaging in any experiment.

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

As outlined in 2.E.1, the College is not designated as a research facility but does maintain an Institutional Review Board.

As part of the General Education Program, CCK requires all students to complete English Composition I & II, which introduces them to basic proficiency in writing and research, including the effective use of information resources. As part of programmatic development, all programs are to identify a Writing Intensive (WI) course. In addition, some departments require a research project or final presentation to fulfill graduation requirements. Expectations associated with these courses require responsible acquisition, discovery, and application of knowledge Example: Syllabus - Strategic Management Syllabi, Strategic Management - Final Project Guidelines, Final Project: Amazon Case Study, Final Project: Coca Cola Case Study, Final Project: Microsoft Case Study, Final Project: Starbucks Case Study.

An additional support service used to ensure the integrity of research is within the institution's Learning Management System (CANVAS), faculty can require a plagiarism review through turnitin.com to ensure the integrity of coursework and scholarly practice.

2.E.3: The institution provides students guidance in the ethics of research and use of information resources.

Students first receive instruction concerning the ethical use of information resources during their First Year Experience course (required of all new residential learners). This is augmented by two writing courses that further reinforce ethical research through the general curriculum and include a presentation by the course instructor on plagiarism and the appropriate use of resources. Instruction on APA writing standards also reinforces the ethical standards concerning the presentation of research for those required to use this format.

CCK also maintains an extensive copyright policy, articulated in the *Catalog* and the *Faculty Handbook*.

The residential programs include statements about academic integrity and plagiarism in the *Academic Catalog* and syllabi. In addition to this statement, the Campus Community Expectations, signed by every student enrolled in the residential program, addresses integrity.

The online programs mirror this process with parallel courses and sequencing, and like the residential program students, the online students sign a 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.

To enhance academic integrity, CCK employs Turnitin.com and Tutor.com. Students are encouraged and in some cases required to submit work to one of the tools. Faculty specifically utilize Turnitin to assess assignments. In some cases, this submission is for the sole benefit of the student to help him or

her determine if there are possible infractions to academic integrity, which can then be addressed before the final submission.

The Writing Center also provides online and residential students with guidance in the area of ethical research and the use of resources. The Writing Center is an important educational resource on CCK's campus. Dedicated to helping students develop writing skills, the Writing Center ultimately enhances the overall educational experience within our institution by serving our students and their writing needs. The Writing Center's primary method of servicing students is offering personalized one-on-one tutoring sessions that address the individual needs of each student. Alongside this, the Writing Center promotes writing as a tool for learning and self-expression, and as a method of building community and understanding diverse perspectives. More details can be found on the Writing Center's dedicated webpage.

Non-traditional students at CCK, at the undergraduate and graduate level, have full access to the resources outlined above, as well as a dedicated Student Support Specialist to guide them toward these resources.

2.E.4: The institution enforces policies on academic honesty and integrity.

As detailed in the *Catalog*, the enforcement of policies related to academic honesty and integrity begins with the student. When an act of academic dishonesty has been discovered, instructors are given the freedom to utilize the event as a teaching moment or to pursue reasonable sanctions, which includes alerting the Academic Office so a record can be kept on file. To assist in the enforcement of academic dishonesty and integrity, faculty members are provided a Turnitin.com account.

A review of records demonstrates that the Academic Office maintains files per the policy.

Conclusion

Central Christian College of Kansas is intentional in its pursuit of maintaining a campus community that supports the integrity of research and scholarly practice. This commitment is made clear by the provision of support services (e.g. IRB, Coursework, Writing Center, etc.) that are designed to guide the ethics of research and the use of information. Furthermore, the College takes academic honesty and integrity seriously, as evidenced by the enforcement of policies on these principles.

By upholding these policies, Central Christian College of Kansas demonstrates its commitment to fostering an environment of intellectual honesty and ethical behavior. This approach not only ensures that the pursuit of knowledge is conducted with the utmost integrity but also prepares students to be responsible and ethical leaders in their respective fields, which is in alignment with the mission of the College to provide a "Christ-Centered Education for Character".

2.S - Criterion 2 - Summary

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

Summary

Central Christian College of Kansas 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 adherence to a system of shared governance, captured in the College's *Governance Manual*, CCKK operates with integrity in all of its academic functions. Faculty and staff adhere to policies and procedures as outlined in appropriate operational documents (e.g. *Faculty Manual, Policies & Procedures Manual*, etc.), 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 the public concerning its programs, requirements, faculty, staff, costs to students, control, and accreditation relationships as evidenced by numerous public documents supporting a clear and common message (e.g., Web Page, *Catalog*, Landing Pages, Marketing Materials, etc.). 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 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 accountable for the outcomes identified by the Board (*Board Governance Manual; Ends Policy*). In its fiduciary responsibility, Board minutes demonstrate that the Board approves the budget, evaluates financial stability, reviews Presidential performance, and considers the reasonable and relevant interests of the College; relying on the faculty to manage academic-related concerns in alignment with its governance structure.

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 the pursuit of truth. Student feedback validates student confidence in the College's ability to maintain an academic environment that allows for freedom of expression and the pursuit of truth.

The College 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 who may engage in active research.

3 - Teaching and Learning: Quality, Resources and Support

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

3.A - Core Component

The rigor of the institution's academic offerings is appropriate to higher education.

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.
2. The institution articulates and differentiates learning goals for its 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 Introduction

Central Christian College of Kansas (CCKK) maintains the rigor of its academic offerings, as evidenced by adherence to its internal policies and procedures, including a comprehensive approval system (evidenced through the use of approval documents and minutes of Academic Affairs and Assessment Committee (AAAC) and Faculty Senate meetings), and regular points of assessment (evidenced by annual review forms and an extensive quadrennial review process). These elements of evidence demonstrate that CCKK maintains courses that are current and require levels of student performance appropriate to the degree awarded. This is further supported by evidence attesting to the presence of appropriate learning goals (Catalog and Syllabi), which are regularly reviewed to maintain consistency across all modes of delivery (i.e., residential, online, and dual-credit). Continual review and assessment are conducted to ensure rigor and best practices are in place and are addressed through various feedback loops, as evidenced by departmental meetings, meeting minutes, reports submitted to Academic Affairs, and internal assessment processes (e.g., quadrennial, annual reports (AO Forms, AD Forms)).

3.A.1: Courses and programs are current and require levels of student performance appropriate to the credential awarded.

Central Christian College of Kansas offers numerous degrees spanning from the associate level to the graduate level. In conjunction with these degrees, the College offers various majors, emphases, specializations, and minors, which are communicated in the *Catalog*.

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. This process is specifically articulated in the *Faculty Handbook*,

which begins with a description of basic definitions and assumptions (i.e., seat-time, learning activities [time], etc.).

At the initial stage, all new courses, programs, and curricular revisions must follow a formal process articulated in the *Faculty Handbook*. The Academic Office maintains a series of forms specific to the different types of curricular requests addressed through this process, which are available to all faculty on a shared drive (T-Drive):

- A01: Request for Administrative Approval
- A02: New Program
- A03: New Course
- A04: Change in Existing Program
- A05: Elimination of Existing Program
- 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*. This chart is also reflected in the College's *Governance Manual*. These approval processes are designed to help ensure programs require levels of performance appropriate to the degree awarded, while also fostering transparency and collaboration across the campus.

Once the appropriate body approves the new or revised curriculum or course, and the Catalog is revised, the program becomes accountable to the rigorous review process overseen by the Academic Affairs and Assessment Committee (AAAC). The process includes an annual review and a more comprehensive evaluation, every four years. This allows individual faculty, programs, and departments to affirm that all related outcomes, courses, assessments, and experiences are current and require levels of performance appropriate to the degree. *Discussed further in sub-components 4.A. and 4.B.*

As part of the Quadrennial process, each department completes a program review. This process is designed to evaluate courses and programs to determine if they are current and that they require levels of performance appropriate to the degree awarded.

After these reviews have been submitted, they are reviewed by the Academic Affairs and Assessment Committee (AAAC), who in turn provide feedback and can, if warranted, require a rewrite or a Monitoring Report. An example of this process is highlighted by the rubric and minutes for the Communicative Arts Quadrennial, which initially was not accepted by AAAC. After a rewrite, approval was given of the quadrennial. In addition, the Faculty Senate receives a copy of all completed reports. Once completed, the full reports are posted to the Office of Institutional Effectiveness webpage (<https://www.centralchristian.edu/institutional-research/>).

As part of the assessment process, some programs utilize standards provided by relevant professional organizations or through the advice of practitioners and professionals in the field. This practice has provided comparative data for departments to align curricula with national and professional standards, even if the departments do not currently seek accreditation through those organizations. This alignment ensures that the curriculum represents best practices and is relevant to students seeking vocations or continuing education in that area. A survey of faculty suggests that the following professional organizations are used for comparison:

- American Alliance for Health, Physical Education, Recreation and Dance (Kansas Chapter)
- American Psychological Association
- American Red Cross
- Free Methodist Church of North America
- Kansas State Department of Education
- Medical Group Management Association-American College of Medical Practice Executives
- National Standards of Music Education
- The Institutes - Risk & Insurance Knowledge Group
- Shape America
- American Council of Exercise
- American Library Association / Kansas Library Association

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

All undergraduate and graduate programs have articulated learning outcomes, appropriate to the level of the credential. The *Academic Catalog*, posted on the College's website, serves as the public record of all approved outcomes. Outcomes (Aptitudes) are also listed for the General Education Program.

The development of outcomes is informed by such sources as Bloom's Taxonomy, Marzano & Kendal Taxonomy (New Taxonomy), Taxonomy of Significant Learning, and Webb's Depth of Knowledge Framework. This is best illustrated by the differences in outcomes between the undergraduate and graduate programs administered by the Business Department.

- Comparison of Program Level Outcomes Language
 - Undergraduate Business: Evaluate, Develop, Summarize, Articulate, Express, Practice
 - Graduate Level Business: Inspire; Evaluate, Construct, Enhance, Reinforce
- Course Level
 - Leadership Development (Undergraduate Leadership Course)
 - Distinguish, Use, Relate, Express, Describe, Discuss
 - Synergy of Leadership (Graduate Leadership Course)
 - Develop, Defend, Support, Prioritize, Assess, Adapt, Improve, and Maximize

Deficits in this differentiation were recognized in the beginning phases of the Graduate Quadrennial, which illustrated different terms being used for Graduate level outcomes in the current Catalog and updated syllabi. This matter has been reported to the Registrar and will be updated during the next iteration of the Catalog.

3.A.3: The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Residential faculty and program directors serve as the custodians of all coursework, regardless of modality. While different Subject Matter Experts or non-residential faculty contributors may be used in the course design process, it is still the residential (full-time) faculty that review, approve, and assess coursework. This affords the College the ability to leverage the knowledge base, experience, and creative skills of course developers, while also protecting the guardianship of departmental and programmatic leadership, allowing the Academic Assessment and Affairs Committee and the Faculty Senate to oversee that program quality and learning goals remain consistent across all modes of delivery and in alignment with faculty expectations.

Residential faculty serve as the primary source of course outcomes and content. To support course consistency and quality in other modalities, the Chief Academic Officer provides oversight of the courses that fall outside of the residential experience. For online courses, undergraduate and graduate, a Subject Matter Expert is employed and provided with the requisite Learning Outcomes and any other required content (e.g., specific projects or assignments tied to assessment, rubrics, language, text, etc.). When the course is ready for review, department chairs associated with an appropriate residential program review and approve the course before implementation into the Learning Management System. This approval process includes the submission of a seat-time calculation, which is completed by the SME.

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. The Academic Office, under the oversight of the Chief Academic Officer, administers this process.

Annually, dual-credit partners are required to submit related artifacts such as syllabi, work samples, and assessments. These artifacts provide a basis through which department chairs and the Academic Office can ensure that local facilitators are adhering to course rigor and stated course objectives. In addition, departments with dual-credit offerings are required to address alignment as part of the Quadrennial review process.

In addition to the artifact review process evidenced above, all coursework (e.g. online and dual credit) is subject to review as part of the Quadrennial review process, where the topic of program quality and consistency is specifically addressed. However, an evaluation of all Quadrennial Reports highlighted a deficiency, in that some programs were not fully addressing the topic. This has been identified as a point of improvement for future quadrennial reports. In response, the Academic Office initiated a Quadrennial Review, specific to Dual-Credit, to assess issues such as consistency across modalities.

As evidenced further in sub-component 4.A.4., faculty oversight and regular review of artifacts and documents help ensure the consistency of program goals and quality across all modes of delivery. However, while program outcomes remain consistent, a review completed in preparation for this Assurance Argument noted that there were some inconsistencies in the articulation of course-level learning outcomes.

This drift has been somewhat of a regular occurrence between review windows, as syllabi templates used by residential faculty do not always mandate specific course-level learning outcomes for each course. Under the *assumed interpretation* that learning outcomes are related to academic freedom, residential faculty have historically been given the freedom to personalize course-level outcomes, as

long as course-level outcomes align with program outcomes. This has allowed some drift at the course level, as residential faculty modify or update syllabi, which is not always recognized until a review process triggers the need for changes in other modalities (e.g., Quadrennial Review). This is a one-way occurrence, as only residential faculty can modify or determine course-level outcomes. Online facilitators and dual-credit instructors are not provided the same freedom.

At this time, the Chief Academic Officer is reviewing this practice and will work with the Academic Affairs and Assessment Committee to recognize a formalized process to promote accelerated updating across modalities or the development of a course-level outcome matrix that can ensure consistency, between reviews.

Conclusion

Central Christian College of Kansas maintains the rigor of its academic offerings, through adherence to its internal policies and procedures, including an extensive approval and review system articulated in the *Faculty Handbook*, numerous *Approval Forms*, and a comprehensive *Quadrennial Review Process*. Adherence is verified through minutes of appropriate committees and bodies. Any deficiencies or inconsistencies are addressed through the assessment process, aiding the institution in maintaining currency, consistency, and conventions.

3.B - Core Component

The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. 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. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

Argument

Introduction

Central Christian College of Kansas (CCCK) offers programs that engage students in collecting, analyzing, and communicating information; mastering modes of intellectual inquiry or creative work; and developing skills adaptable to changing environments. This is primarily evidenced by the presence of a philosophical framework that informs the General Education program and aligns this program with its mission (CORE4). Through the application of the CORE4, which is discussed further in sub-component

1.A.3., offerings are designed to impart broad knowledge and intellectual concepts and develop skills and attitudes that the institution believes every college-educated person should possess, including a focus on the development of knowledge and skills needed to live and work in a multicultural world. This is evidenced through the presence of assignments, projects, placements, and other curricular and co-curricular programming focused on these outcomes.

3.B.1: The general education program is appropriate to the mission, educational offerings, and degree levels of the institution. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements.

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 Program was approved by the faculty in 2017. This revised framework enhanced missional alignment and clarified the philosophical and pedagogical perspective of the coursework related to the General Education core. The purpose, content, and intended learning outcomes are articulated in the *Academic Catalog*.

While the College maintains two distinct undergraduate schools (SPE & SAS), the Faculty Senate preferred that the General Education core of both schools remain 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. 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. The deviations between a Bachelor or Associate of Arts versus a Bachelor or Associate of Science Degree are highlighted in the course requirements related to the art and science courses.

Transfer students are required to complete all General Education requirements, either by taking courses on campus or transferring credits from coursework completed at another institution. In 2022, CCKK and other Kansas Independent Colleges Association (KICA) entered into a statewide Transfer Agreement that guides the transfer of General Education requirements from state Community Colleges.

Ongoing assessment and proposed revisions of the General Education program are initiated by the General Education Committee, which falls under the purview of the Chief Academic Officer and the Faculty Senate. *Criterion 04 provides further insight concerning the assessment of General Education.*

3.B.2: 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.

The current 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 (CORE4). In this way, the General Education requirements seek to impart broad knowledge and intellectual concepts to students, providing students the opportunity to develop skills and attitudes that CCKK believes every college-educated person should possess.

The Writing Program, which partially falls under the auspices of General Education, is an example of one way the College seeks to develop skills that it believes every College-educated person should possess. Each year the writing program director collects samples and reviews them, presenting the findings back to the faculty for development and improvement.

3.B.3: The education offered by the institution recognizes human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.

Drawing on its roots in the Wesleyan tradition, CCK is acutely aware of its responsibility to provide students with growth opportunities and skills that prepare them to become collaborative members of a multicultural world. The Heart component of the college's CORE4 Model, which informs all the operations of the College, specifically addresses this focus:

Heart (Virtuous Citizenship): We believe that graduates should demonstrate civic and moral leadership, live lives of integrity, and treat others with dignity and respect in order “to do good; seek justice, and correct oppression.”

Since the General Education program and each department adhere to the CORE4 Model, diversity and civic engagement remain a focus in curricular development, delivery, and assessment. As coursework is reviewed, faculty have sought ways to enhance a focus on human and cultural diversity. 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 coursework:
 - Principles of Speech - Heritage Speech assignment where students share about their heritage and cultural traditions.
 - Intro to Mass Media - Focus on the recognition of cultural influence on bias and effective argumentation.
 - Cross Cultural Communications - Assignments and outcomes focus on cultural diversity.
 - Culture in Context - Course outcomes focus on the appreciation of different cultures and the assistance of international students' adjustment to American culture.
 - Survey of Contemporary Math - Course Objectives focus on how math applies to social and cultural interactions.
 - World Geography - Course Assignments and Objectives focus on an appreciation of individual and cultural diversity in different parts of the world.
 - History, Civics, and Social Responsibility - Course assignments focus on understanding diverse economic, political, and cultural perspectives.
 - General Psychology - Learning outcomes relate to human commonality and individual diversity.
 - Sociology - Focus on social influence on behavior, culture, and inequality.
 - World History - Objectives and assignments focus on evaluating various cultures, perspectives, and religions around the world throughout history.
 - English Comp I - Specific assignments promote reflection and discussion on the topic of diversity.

The same is true for co-curricular programming, which also designs programming around the CORE4. Specific events include:

- Multi-Cultural Awareness (e.g. Black History, Hispanic History, Women's History, Native American History, Asian Pacific American History, Juneteenth, etc.)
- Cultural engagement with other schools
- Engagement of diverse Chapel and Convocation speakers and themes
- Focused colloquia on issues related to diversity, equity, inclusion, and other points of concern that flow out of Love-Driven Justice.

Academic programs are specifically asked to address the core component as part of the Quadrennial Review process. *Further discussion and evidence related to diversity initiatives can be reviewed in Core Component 1C.*

3.B.4: The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

Each degree program provides students with the ability to learn and apply skills relative to the collection, analysis, and communication of information. This is supported through the General Education program, which introduces students to broad elements of integrative knowledge, critical thinking, problem-solving, communication, and analysis. This is then reinforced through their major area of study, whereby 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. Each program determines the most effective writing and capstone experience for its students, in alignment with industry expectations. This level of flexibility ensures that each student has the opportunity to engage in appropriate levels of intellectual inquiry and discovery (e.g. creativity in the arts, analysis in the sciences, and adaptability in all programs).

As appropriate, students present their work (e.g. juries, recitals, concerts, poster sessions, public presentations, portfolios, etc.). Examples of Creative Works:

- Arabian Nights Program
- Priscilla Castillo
- Jordan Summers Recital Program
- Gustavo Docarmo Program
- Evening of Gershwin
- Emily Widiger Recital Program
- Charis Ball Recital Program

Those majors that focus on analysis provide students with opportunities to present their work, such as the Psychology Poster Session and PBL Competitions. This sub-component is addressed as part of each program's Quadrennial Review Process:

At CCKK, 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

projects, poster presentations). At other times, involvement is discrete with faculty presenting personal research, participating in programmatic symposia, and joining in community outreach:

Graduate education is designed to encourage the acquisition and generation of new knowledge and the application of this knowledge, beyond the baccalaureate level. As CCK currently only offers one graduate program, at the Master's level, the program focuses on practical application through a project that builds on the innate curiosity and creativity common to students seeking an advanced degree.

Conclusion

As evidenced through work samples and artifacts, Central Christian College of Kansas provides a range of programs that actively involve students in the collection, analysis, and communication of information. These programs also focus on developing skills that can easily adapt to changing environments, as well as mastering various modes of intellectual inquiry and creative work. Supporting this is an informed General Education program that aligns with the mission and the learning outcomes that are articulated for each program. In alignment with its denominational heritage the College is intentional in its pursuit to provide students with valuable opportunities for personal growth that equips them with lifelong skills necessary to thrive and succeed in a multicultural world.

3.C - Core Component

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

1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. 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, assessment of student learning, and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. 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.
6. Instructors are accessible for student inquiry.
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

Argument Introduction

CCK places a strong emphasis on the qualifications and credentials of its faculty and staff members to ensure that they can provide students with the highest quality education. By maintaining a reasonable

student-to-faculty ratio and maintaining accessibility, the College can provide students with personalized attention in keeping with its scope. The faculty and staff are committed to creating a community of learning, growth, and empowerment, where every individual can thrive and reach their full potential. Professional development opportunities ensure that faculty and staff can stay current in their fields and provide the best possible education to students.

3.C.1: The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.

CCCK continues to advance its intentional focus on reflecting the diversity of its student population. As can be seen in the chart below, the diversity of faculty and staff is greater than the local community and county but still lags behind the diversity represented in the student body.

Racial Diversity	CCCK Students	CCCK Faculty	McPherson City	McPherson County
Non-White	49%	12.5%	7.27%	5.5%
White	51%	87.5%	92.73%	94.5%

While the College has made advances in the hiring of diverse staff, it continues to seek opportunities to attract and secure a faculty pool that reflects the diversity of the student body. This is a common theme among fellow Kansas Independent Colleges and a point of ongoing planning, both at the institutional level and throughout the region.

In its efforts to reflect global diversity and the diversity of the student body, the College is intentional in its recruiting practices, which are designed to attract diverse candidates. The *Policy & Procedure Manual* specifically articulates practices expected of hiring committees to enhance a diverse pool of candidates, which include advertising in diverse publications and having diverse representation on the committees.

Over the past five years, the College has effectively addressed the advancement of females serving in key administrative positions, including the procurement of the first female Chief Academic Officer (2022), Chief Financial Officer (2018), and Chief Student Engagement Officer (2021).

3.C.2: 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, assessment of student learning, and establishment of academic credentials for instructional staff.

To ensure that faculty members can provide oversight of curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials, faculty load is measured and assessed. A normative faculty load includes 24 hours for teaching with 4 additional hours for advising, curricular oversight, and institutional service. The Faculty Load Calculator provides an analysis of load, to assess the level of responsibility associated with each faculty member, as outlined in the Faculty Handbook. Faculty with overloads are provided the choice to engage the overload (with additional remuneration) or to adjust the load.

In 2022 and 2023, the College was flagged by the Commission concerning Non-Financial Indicator 4 (Minimal Full-Time Faculty). In its response, the College affirmed the Commission's concern, recognizing that since the pandemic, CCKK experienced shortfalls in its desired head count of full-time faculty. CCKK was able to maintain Faculty FTE levels through the use of credentialed adjuncts and part-time faculty assignments. As of the last IPEDS collection, the student-to-faculty ratio is 14:1.

The use of adjuncts and leveraging online options has been helpful. However, the College is dedicated to maintaining the balance between the use of adjuncts for course coverage and the need to maintain staffing that supports curricular oversight and care of the institution. The current makeup of the faculty, which represents a dedicated group of individuals, allows for this coverage. Additional staffing can help alleviate the load carried by this group. In 2023, the Faculty Senate took action to merge program offerings to better illustrate current offerings and faculty-related oversight. *This decision will be reflected in the 2024-2025 Catalog.*

Positions remain open for additional faculty (<https://www.centralchristian.edu/about/employment/>). To help guide the hiring priorities, the College relied on a demand analysis, helping to identify the programs that posed the greatest need for staffing. This was done by comparing variables such as persistence, class surveys, program demand (incoming), related job demand, faculty credit production, graduation rate, program revenue, and placement. In alignment with this analysis, new faculty were hired in Exercise Science, Business, Psychology, Education, and Math.

3.C.3: All instructors are appropriately qualified, including those in dual credit, contractual, and consortial offerings.

The Academic Office, under the authority of the Chief Academic Officer, 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.

A cover sheet is used to assess each faculty file, including adjuncts, dual-credit instructors, online facilitators, and FT residential instructors. In cases where the evaluation is only for limited classes, that limitation is denoted. In cases where a faculty candidate does not hold the required academic credentials, the individual may be assessed through other means of competence, including, as appropriate, other undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. If this method is used, the process must be documented, with any prescriptions denoted on the evaluation form.

In 2018, CCKK requested an extension related to Teacher Qualification adherence, to work with its partnering institutions to ensure compliance. Since that time, one professor no longer works with CCKK and the other has completed the requisite certification. CCKK is currently compliant with these standards.

Faculty files are reviewed, as determined by the Chief Academic Officer or upon request of the Faculty Senate. A review completed in preparation with this Assurance Argument finds that all faculty meet minimum credentialing requirements. In addition, Faculty credentials are included in each year's Catalog.

3.C.4: Instructors are evaluated regularly following established institutional policies and procedures.

After each course (residential, online, and dual credit), students submit a teacher evaluation (T.I.G.E.R.S.). Faculty and Department Chairs receive results and the Data Book maintains a historical record to track trends. This evaluation process is consistent across all delivery modes.

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, Post-Course Assessment.).

While not formally required, faculty are encouraged to engage in peer review. A *Peer Evaluation* form is available to all faculty, as well as other forms of individual performance assessment. Completed forms are uploaded to the Academic Office for reference and review.

3.C.5: 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.

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. 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.

In alignment with regulatory needs, campus-wide initiatives, and input from faculty, staff, and assessment reports, professional development topics are identified. These are later incorporated into forthcoming professional development opportunities.

Instructors are encouraged to include professional development in budget requests. In addition to departmental funding, the Office of the Chief Academic Officer entertains special requests for professional development opportunities. These grants largely fund attendance at special conferences or colloquia that fall outside of normal budget resources. The music department has been the most consistent applicant for these funds in recent years, with the full list of professional development grants awarded including:

- 2024: Kansas Music Educators Association In-Service Workshop
- 2023: Music Teachers National Association National Conference
- 2022: Music Teachers National Association National Conference
- 2021: Association of Writers and Writing Programs Conference
- 2019: American Chemical Society Regional Event
- 2019: Evangelical Theological Society Annual Meeting
- 2018: Kansas Music Educators Association Workshop
- 2017: Music Teachers National Association Conference

Throughout the year, the School of Professional and Distance Education (SPE) offers professional development opportunities. The focus of these opportunities is based on assessment data and feedback received from students and faculty.

For residential faculty, the college hosts a Summer Workshop just before the beginning of each academic year, which addresses several operational and instructional issues.

The College also provides a Tuition Assistance Program and Sabbatical opportunities. Since the submission of the last Assurance Argument in 2018, four individuals completed doctoral work, with two individuals actively pursuing doctoral work.

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

3.C.6: Instructors are accessible for student inquiry.

The *Faculty Handbook* specifically clarifies policy concerning the availability of full-time faculty members, mandating that faculty post office hours. A complete review of faculty offices demonstrated compliance with the policy.

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," (2019 = 4.6, 2020 = 4.66, 2021 = 4.67, 2022 = 4.66 – out of five points possible). Online students also demonstrate a high regard for instructor accessibility, with a three-year average score of 4.62.

3.C.7: Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and cocurricular activities, are appropriately qualified, trained, and supported in their professional development.

Those services that do not utilize an external partner (e.g., residence life, student activities, maintenance, business operations, etc.) must meet minimum qualifications as outlined in job descriptions, which are reviewed by the Office of the President and the Office of Human Resources. Job postings outline experiential or credentialing conditions needed for positions, and serve as a filter in the hiring process.

Hires are provided with an onboarding process, which helps accustom them to the general culture and expectations of the institution. These individualized trainings are augmented by campus-wide training for all employees, provided through Vector Solutions. In some cases, additional training is required (e.g., FSA training for FA workers, FERPA & First Responder for RD's, etc.).

In addition to internal staff, the College collaborates with some external organizations to provide high-quality services. These include dining services, financial aid, tutoring, and well-being services. This is a strategic choice considering the geographical resources of the residential campus. The engagement of these highly qualified resources preserves CCK's commitment to offering excellent support services, in alignment with its personnel and budgetary resources.

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. As already highlighted, faculty receive numerous opportunities for professional development, including opportunities related to their role as advisors. Institutional NSSE results from engagement indicators showed that CCK remains in alignment with the 335 other participating institutions, with no scores significantly below national averages. CCK scored significantly above other participants on the questions related to the senior's quality of interactions with

their academic advisor. Additionally, results from the Thriving Campus Assessment showed that both our on-ground and online student populations were satisfied with their academic advising. That and the fact that 82% of persisting students graduate on time supports the assertion that CCK provides academic advising suited to its programs and the needs of its students.

Members of the Briner Academic Center provide an additional layer of academic support. Employees are hired through the Academic Office and are evaluated based on their ability to support academic outcomes. Employees of the Briner Academic Center are augmented through a partnership with Tutor.com. Each tutor is vetted through a rigorous screening process with subject exams, mock tutoring sessions, mentor reviews, third-party background checks, and credential verification including certified teachers, college professors, graduate students, and other advanced degrees.

In addition to internal financial aid personnel, CCK partners with DJA Financial Aid Services (<https://gotodja.com/>). Primarily, DJA provides background services, allowing internal staff to remain available for student-to-student interaction. Currently, DJA provides a system of checks and balances to ensure USDE compliance, assistance with meeting annual reporting requirements, and provides training to internal staff. Online well-being staff are vetted through an extensive process and are trained in alignment with VirtualCare (<https://www.thevirtualcaregroup.com/>). In like manner, the dining service staff is managed by Creative Dining Services (<https://creativedining.com/>), which provides training on topics such as food allergens, health codes, and customer service strategies.

Sub-Component 5.B.1. provides further evidence of staff professional support and development.

Conclusion

In keeping with its mission, CCK continues to maintain the faculty and staff needed for effective, high-quality programs and student services. This is evidenced through the affirmation of faculty credentials, the presence of professional development opportunities, and a comprehensive system for ongoing assessment of faculty. Proficiency is further corroborated by student testimonials as communicated through student feedback and surveys.

3.D - Core Component

The institution provides support for student learning and resources for 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 offerings 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 and museum collections, as appropriate to the institution's offerings).

Argument

Introduction

CCKK values the creation of a supportive environment for students, staff, and faculty. By offering academic advising and services tailored to the specific needs of its student body and providing resources for effective teaching, the College ensures that both students and instructors have the tools they need to excel. Its partnerships, programming, and personnel reflect a commitment to maintaining the necessary infrastructure and resources for effective teaching and learning.

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

As discussed briefly in Core Component 3.C., CCKK provides support services in alignment with the unique nature and needs of its different student populations. In alignment with its assessment processes, the College continually evaluates services, modifying or initiating them, as necessitated by the unique demands of any given population.

An example of these enhancements included the implementation of telehealth services. While posing a significant commitment of budgetary resources, previous on-site resources were proving insufficient to meet the demands of the student body and were largely unavailable to the online population. The implementation of services has allowed the College to better meet the needs of the populations the College serves.

The College maintains several operational units designed to provide support services to meet the needs of CCKK's student populations:

- **Admissions:** This office is responsible for outreach and recruitment as well as administration of a personalized admissions process, including pre-admissions counseling, processing of documents, and onboarding. The Director of enrollment provides oversight for all populations.
- **Financial Aid:** The Financial Aid and Business Offices assist students in bridging the gap between students' financial resources and the cost of achieving their desired outcomes. Students receive assistance in identifying and securing financial assistance such as Federal and State Grants, Federal Work Study, Scholarships, Federal Direct Loans, Private Loans, and other scholarship opportunities. The staff coordinates with other units including the Office of the Registrar, Student Life, Business Office, Academic Advising, and other key units to prepare and award aid, review satisfactory academic progress, and monitor cases to ensure continued eligibility for financial aid. A partnership with INCEPTIA provides students with additional resources to help them understand how to finance a college education and make wise financial decisions.
- **Business Office:** The Business Office assists students in setting up payment plans and remaining integral to their financial commitments. Timely distribution of aid and providing regular statements assist students in becoming aware of financial obligations. This unit also works with student workers and payroll. The Business Office has played an essential role in the management and distribution of Higher Education Emergency Relief Fund (HEERF I, II, III) funds from the Department of Education to students financially impacted by the COVID-19 pandemic.
- **Student Life:** The Office of Student Life primarily focuses on residential students living on campus or attending on campus. Student clubs, organizations, and teams encourage social interaction and a connection with communities of students through academic/pre-professional interests, cultural/ethnic connections, honor societies, athletics, leadership, service, and more. Some of these organizations have battled to gain traction again following COVID-19, but remain active. For

online students, the Campus Ministries Office (under Student Life) provides devotional material and links to allow for spiritual guidance.

- **Information Technology (IT):** The IT Office provides students (and instructors) with needed technical assistance, addressing needed assistance with logins, email, accessibility, and related technological struggles. Technological assistance related to the Learning Management System is handled through a 24/7 help desk. 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 the on-ground population. *Core Component 5.B provides further insight into technological infrastructure.*

The College also maintains several academic services designed to address student needs and to support effective teaching.

- **Office of the Registrar** The Office of the Registrar serves as the primary enrollment office, providing systems and processes to help register students, assess progress, and enforce our academic policies. The office provides support by managing the College's course inventory published publicly in the *Portal* and making available a degree audit system by which students and advisors can track student progress through degree requirements.
- **New Student Orientation/First-Year Seminar:** This is a required program designed for all incoming residential students (Freshmen and Transfers) to make connections and become familiar with the campus. It begins as a virtual course that focuses on registration, paperwork, and culture. This is then amplified in the First Year Seminar. Online students are provided an introductory class (Essentials for College Success) designed to acquaint students with the technical aspects of online learning, expectations for collegiate work, and introduction to the culture of the virtual campus. All new online students are encouraged to attend a Welcome Webinar which is conducted live and facilitated by the Online Student Success Specialist for each new cohort. These webinars are geared specifically to online and graduate students through a cohort model.
- **Student Success Center:** This academic unit offers disability services and general support to students seeking to achieve academic excellence. Students can receive supplemental instruction through group and course study sessions, individual and group tutoring, study skills counseling, and workshops on a range of topics, such as stress management, career readiness, and resume development. These services are available to all student populations, though online students are facilitated access through the online Student Success Specialist. All students have access to additional career resources for career exploration through the Briner Academic Center online library services.

Other services are available within the context of the units such as International Student Care, VA/Military assistance, spiritual guidance, career services, and athletic training. Other services, such as mental health, well-checks, and general health services are offered through third-party partnerships.

3.D.2: The institution provides 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.

In addition to GPA and other Standardized Testing scores (e.g., ACT, SAT, etc.), the residential program utilizes ACCUPLACER as the primary means through which students receive an evaluation for course placement. Advisors use English and Math scores from ACCUPLACER to prescribe entry into the

appropriate English and Math courses. Advisors are familiar with the process for writing placement, as outlined in the Faculty Handbook.

Students enrolling in the online undergraduate program follow a prescribed course sequence, which requires each student to complete a course entitled Essentials of College Success. This course, informed by student comments and faculty feedback, provides students with foundational knowledge, skills, and abilities designed to enhance academic success. Dual Credit students must meet minimal requirements as part of the admission process, as outlined in the Dual Credit Handbook.

The College also utilizes prerequisites as a way to ensure that students have adequate preparation for success. These prerequisites are made public through the Catalog. The Student Information System (SIS), which is used to register students, enforces prerequisites so that students cannot register for a course without meeting the prerequisites. Students may seek an override by petitioning an appropriate department chair. Prerequisites apply across modalities.

The graduate program utilizes a writing sample to help assess readiness for the program. Each piece is carefully reviewed by the Director of Enrollment, assessing the construction of paragraphs, the flow of sentences, and the absence of grammatical errors. If there is a concern with the writing sample, the Director of Enrollment convenes the Review Committee to make a final admissions decision. Should the committee recommend conditional admittance, the specific conditions are outlined in the admittance letter and performance is reviewed by the advisor and program director.

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) submitted to the student advocacy team. This action triggers an outreach process. Residential faculty utilize a Student Risk Report, embedded in the SIS. After a faculty member files this report, the Student Success alerts the student-risk team (e.g. coach, advisor, and the student success staff). Depending on the level of risk, this team utilizes different interventions. In addition to these processes, CCKC completes an analysis of all student performance at the end of each semester to determine satisfactory academic progress.

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

Also addressed in sub-component 3.C.7, residential faculty primarily serve as advisors, with some staff filling in for specialized populations (e.g., undecided, Liberal Study majors, provisional students, etc.). For residential students, advisees are largely assigned by major or area of interest. Advisors offer appointment-based and drop-in advising to address academic planning and academic progress. The *Catalog* has been specifically designed to assist in this process, as the pages can be used as a degree auditor tracker, which can be printed and maintained in the advisee file. Advisors are provided a file for each student and have access to related data through the SIS-Portal. An *Advising Syllabus* template is maintained by the Academic Office and is used to train advisors. This template can be personalized by each advisee.

Online students (undergraduate and graduate) have access to a dedicated staff member who provides specialized advising to this population. Due to the nature of the online program, which has a prescribed sequence, advising largely focuses on program progress, attendance, and addressing individual student

needs. Students can track progress through the degree audit available on the student portal, or by contacting the dedicated staff member.

Feedback from students suggests that advising is a strength of the College.

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

A brief description of the main campus buildings and their purposes is located in the *Academic Catalog*. Campus planning maintains a working document of current space and utility.

Library

The library maintains over 121,000 resources, including print books, periodicals, audio/visual materials, and equipment (projectors, tripods, calculators, headphones, etc.). In 2016, CCKK 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 inter-library loan program, increasing accessibility beyond current holdings. In addition, the Library provides access to approximately 100 online databases. Students not in proximity to the CCKK library utilize several virtual entry points provided for online and distance learners (e.g. website, student portal, links in the LMS, etc.).

The Briner Academic Center supports students seeking additional academic and personal assistance. In 2020, the Student Success Office was merged with the Library, which provided greater space and accessibility to learning resources. Library staff and success staff work collaboratively to assist students. The Briner Academic Center provides tutoring, academic advising, study support, and career services. Online and Dual Credit enrollment students have access to the CCKK online databases. An orientation course, available before enrollment, provides online students with an introduction to library resources. Dual Credit students have direct access to their local libraries to supplement what is offered through CCKK's library resources.

Professional development concerning the effective use of information resources supports faculty engagement on the issues. This includes access to tools and resources. In addition, the Briner Academic Center (BAC) maintains virtual tools to support the effective use of information resources.

Art/Performance Space

Greer Auditorium and the Warehouse serve as the primary spaces for public performances. There were several technological infrastructure enhancements made to Greer Auditorium recently, including a new soundboard, lighting system, microphones, streaming, and communications systems from the sound booth to backstage. These upgrades have aided effective teaching and learning as instructors and students collaborate when working with this technology. Additionally, other locations supplement these resources (e.g. Black-Box Theatre, Mudhole, Plaza, and the Free Methodist Church). To enhance

offerings related to the humanities, CCKK also maintains a Contemporary Music building (Recording Studio) and an Art studio.

The Art building provides space for general interest courses such as painting, drawing, ceramics, and stained glass. A new kiln was recently added to this facility, as well as a large donation of stained glass and stained glass tools.

Academic Space

The College maintains over 100,000 square feet of space dedicated to academic purposes including lecture rooms, meeting space, laboratories, offices, and performance.

CCKK maintains three working laboratories in the Mingenback Hall 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.

In 2023, the College negotiated the obtainment of a collection of Natural Science artifacts and aligned artwork. The acquisition will provide museum-quality resources to the Natural Science Department and establish a campus museum.

Athletics/Exercise Lab

The Ed Pyle Sports Complex primarily houses office, storage, and play space for the Athletic Department. The complex also provides space for activity courses, lectures, and experiential learning.

In 2020, an expanded fitness lab was added to the bottom floor of the Broadhurst Student Union, which now houses the Exercise Science program. In addition to improving access to fitness resources for the student body, this area is equipped for tests to assess resting metabolic rate, maximal oxygen capacity, body composition, muscular strength, endurance, power, and range of motion. In 2023 a new outdoor fitness court was added to the campus, which allows for student use and expansion of certifications for exercise and sports management students.

On campus, the College maintains a main soccer field, along with two practice fields and a softball field. The College also took ownership of a baseball field, located approximately 10 blocks from campus as well as renovated a space for a designated Wrestling Center off campus.

Technologies

CCKK provides several 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
- CANVAS: Learning Management System
- CAMS: Student Information Software for registration, transcripts, student-risk tracking, etc.

- Student Portal: Grade management, document retrieval, attendance, etc.
- ZOOM: Lecture-capture and student recording studio
- Accessibility: Each classroom is equipped with Wi-Fi access points
- Projectors: Projection equipment in all major classrooms, with additional available 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)
- Briner Academic Center: Houses writing, tutoring, career, ESL, and academic services
- Institutional Research: Provides data analysis (EXCEL, SPSS, etc.) for the College constituency
- Alchemer (online surveys): Assists departments and groups with tools for electronic surveying and data collection

Clinical Placements & Internships

The Education Department maintains relationships with local schools to facilitate clinical placement. Other departments, relying mainly on internships and practicum, negotiate placement based on the needs of the student, such as the placement of a ministry student who desires to work in a certain denomination or locale. Examples of placements include:

- Exercise Science: Advanced Physical Therapy, and Integrated Health & Wellness.
- Sport Science: YMCA & McPherson Recreation Commission
- Psychology: Texacoma Community Center & McPherson Family Life Center
- Natural Science: McPherson Hospital

Conclusion

Central Christian College of Kansas has sufficient resources to facilitate student learning and good instruction for its various student populations. Infrastructure, both virtual and residential, is appropriate to the institution, supporting students and effective teaching. This is evidenced by the presence of multiple units staffed to address the specific needs of the College's population.

3.S - Criterion 3 - Summary

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

Summary

Central Christian College's degree programs are appropriate to the nature of the institution and higher education. In keeping with its current level of accreditation, the college offers degree programs at the associate and baccalaureate level, in addition to one graduate program. 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 general education 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 provides for instructional enhancement. Faculty receive consistent feedback through a number of evaluation 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 academic 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 for an enriched educational environment, as evidenced by student statements and adherence to a comprehensive model (CORE4) that informs all curricula, co-curricular, and extracurricular programming.

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

The institution ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
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 ensure 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 ensures 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 ensures that the credentials 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.

Argument

Introduction

Central Christian College maintains a robust and intentional assessment process that provides for regular and ongoing review of its programs. In this way, the College assesses its effectiveness and makes any necessary improvements. This commitment to continuous improvement demonstrates the College's commitment to the quality of its educational offering and alignment with its mission. This includes its rigorous evaluation of all credits that it transcripts. By closely monitoring the review process, the College ensures that each credit earned by a student meets the necessary standards and contributes to their overall academic progress. This same level of intentionality is represented in its dual credit and online programs. Review and assessment of these programs ensures alignment with expectations held of residential students. This attention to detail helps to maintain the integrity and reputation of the College's academic programs.

4.A.1: The institution maintains a practice of regular program reviews and acts upon the findings.

Central Christian College of Kansas (CCKK) maintains a practice of regular program reviews. These are guided by the *Faculty Handbook* and the *Integrated Planning, Assessment, and Governance Manual*. The program review process allows for regular quantitative and qualitative evaluation of each program and department, the findings of which are used to maintain and improve both operations and offerings.

Annually, individual faculty submit specific descriptions of assessment activities and provide evidence for course-level assessments. The *AD01 Form* is designed to collect an annual snapshot of data addressing professional activities, accomplishments, and assessment practices.

In addition to the *AD01*, departments also submit an *AD03 Form*. This annual report is designed to support the presence of data-driven decision-making and provide evidence of closed-loop assessment, which can later be used to inform the Quadrennial Assessment Process

In addition to these annual reports, programs conduct a Quadrennial Review. The Quadrennial Review largely mirrors the Criteria for Accreditation and Core Components outlined by the Higher Learning Commission . The process requires programs to address each sub-component, providing both narrative and evidence. The process assumes that deficiencies, points of improvement, and enhancements are identified and included as part of the report.

After these reviews have been submitted, they are reviewed by the Academic Affairs and Assessment Committee (AAAC), who in turn provide feedback and can, if warranted, require a rewrite or a Monitoring Report. Eventually, a copy of the report is posted to the Office of Institutional Effectiveness webpage (<https://www.centralchristian.edu/institutional-research/>).

While the review process was interrupted during the pandemic, requiring AAAC to develop a new schedule, ongoing assessment is evident, as supported by the Office of Institutional Effectiveness.

Academic programs that hold specialized or disciplinary accreditation and that undergo a periodic self-study and external review as a condition of continued accreditation are not subject to the full Quadrennial, but are required to submit a report with their accreditation report.

A vital aspect of each of these processes is the identification of *findings*, which can be used to maintain and improve the department. Examples of ways these findings are being used to improve program functioning include:

- The Criminal Justice Minor was modified to provide greater access to needed coursework.
- During the Quadrennial process, the *Catalog* was found to be inconsistent with the web and department documents, initiating an update
- Exercise Prescription for Special Populations

Using some of the data derived from these reports, 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 Quadrennial Reports. The Office of Institutional Effectiveness and the Chief Academic Officer work with departments to adjust the nature of these pages to focus on outcomes that best inform continuous improvement. Current departmental data pages directly speak to outcomes.

4.A.2: The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.

The Office of the Registrar, in consultation with program directors, remains the final authority in the evaluation of all credits. This is done in alignment with the policies as set forth, and made public,

through the Catalog. The College currently maintains seven different categories of transfer credit evaluation. These include credits associated with international transcripts, prior learning, military, CLEP, and Advanced Placement; all of which are subject to review by the Registrar and must remain in compliance with general stipulations, guidelines, and residency requirements (i.e. limitations on the maximum number of credits earned through types of transfer). To ensure consistency and transparency in the transfer evaluation process, CCKK participates in the Transfer Evaluation Service (TES) and utilizes data provided through the American Council on Education (ACE).

All approved transfer credits are denoted on the advisor transcript and degree audit, providing transparency and accountability. Students can access these documents through the SIS portal.

Experiential learning requests are reviewed by the Office of the Registrar based on standards maintained by that office, in alignment with the Catalog. After review, any approved credits are noted by the Registrar and recorded on the degree audit.

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

CCKK maintains and follows policies related to Advanced Placement and College Level Examination Programs, as well as credits for Prior Learning, ACE, International Baccalaureate, DANTES, and assessment of foreign credits.

In addition, 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.

In 2022, CCKK signed an agreement between all the Kansas Independent Colleges and Kansas Community Colleges to assist in the transfer of students attending community college in the state. In addition, two other specific policies address international credit and how credit is reviewed and processed through the Office of the Registrar.

4.A.4: The institution maintains and exercises authority over all aspects of programming, including dual credit programming

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 (i.e. Residential, Online, Dual Credit, Acadeum, etc.). 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; Academic Assessment & Affairs Committee, General Education Committee, and Strategic Planning & Oversight Committee. All matters proposed by any of these committees must receive ratification by the Faculty Senate before becoming official policy.

The curriculum review process, discussed in sub-component 3.A.1., provides a 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. Based on these guidelines, faculty members review all significant curricular additions and modifications. These include:

- An A02 form: Proposal for New Program is used for proposing a new major/degree, minor, emphasis/concentration
- An A03 form: Proposal for New Course is used for proposing a new course
- An A04 form: Proposal for a Change in an Existing Program is used to change a course level and modify requirements/prerequisites
- 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.
- 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 the curriculum an A03 form would be completed and proposed

The only processes not requiring formal faculty approval are those related to requests for Administrative Approval. However, the Chief Academic Officer still reports any actions to the Faculty Senate. The Academic Assessment and Affairs Committee, with the approval of the Faculty Senate, approves all individual waivers to requirements that fall outside of the domain of individual department oversight. In addition, the Faculty Senate and Board of Trustees approve all graduates.

The Dual Credit Handbook specifies the policies, procedures, and standards that guide the program. In summary, dual credit classes are required to meet the same standards as those delivered on campus and reflect equivalent learning outcomes. Predominately, current dual enrollment classes are associated with the General Education core. High school students may also enroll in courses taught on the main campus, providing they meet all prerequisites.

At the end of each semester, the Academic Office 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.

Syllabi/Course-Level Outcomes

A review of syllabi helps ensure that course-level outcomes, objectives, and assessment tools remain parallel to residential expectations.

Faculty Credentials

The Faculty Handbook articulates policy concerning faculty qualifications and hiring processes. These guidelines provide the structure through which the institution maintains authority over faculty qualifications, including dual credit and adjuncts. Residential faculty remain the primary authority over faculty qualification policy and review. This is true for dual credit and online instructors and facilitators. The Chief Academic Officer works with department chairs and program directors to fill residential vacancies and review credentials. A master file is maintained by the Chief Academic Officer, which includes a cover sheet providing the results of the review process.

Some of these issues are further discussed with evidence in sub-component 3.C.3 and 3.A.4.

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

Currently, the Education program is the only program maintaining specialized accreditation. In the Fall of 2023, the Education Department hosted a virtual site review with the Kansas State Department of Education (KSDE), which included a review of two programs: Physical Education and Elementary Education. Both programs have received approval through 2029. The College is still awaiting specific feedback, comments, and observations from the program review teams.

4.A.6: The institution evaluates the success of its graduates.

The Office of Institutional Effectiveness and Departments rely on several sources to gather data on graduate performance.

The first source is the Exit Survey, given to all graduating seniors, which provides pre-graduation data about job and graduate school placement. This instrument provides data related to one of the outcomes identified by the Board: Placement Ratio. This ratio determines how well students either gained access to a graduate program or identified employment before leaving the College. The table below highlights the data since the last Team Visit. The 2020 & 2021 data illustrate the combined effects of COVID-19 and students' response rates on placement, which is partially related to the ability to gather during this same time frame.

	2018	2019	2020	2021	2022	2023
Placement Ratio (Goal \geq 85%)	84%	75%	70%	55%	84%	85%

These Surveys are collected annually and analyzed by student population.

An alumni survey is also regularly generated to capture data points related to students graduating in the prior academic year. This tends to be an annual event. However, due to COVID, the process was stalled in 2020 and only recently restarted in 2022. Historical data suggests that graduates feel prepared for advanced study and are finding employment.

Departments, as part of their annual reporting process, also provide data concerning graduate performance,

These data collection points, along with tools such as the College Scorecard, Payscale, GradReports, and DATAUSA provide critical comparative data that is used to measure, assess, and promote continuous improvement. Data suggests that CCCK's early career pay is in alignment with its direct in-state (local) competitors, albeit on the low end of alumni performance.

CCCK also partners with the National Student Clearinghouse to improve accuracy when tracking the status of alumni.

Conclusion

Through the use of a robust system of data collection and assessment, including annual and quadrennial reporting, Central Christian College of Kansas ensures the quality of its educational offerings. Faculty retain oversight of the curriculum, ensuring compliance with standards and expectations as set by the residential faculty. The Registrar maintains policy and oversight of all transfer credit evaluations, per standards and policy as set forth by the faculty.

4.B - Core Component

The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

Argument

Introduction

A review of the *Integrated Planning, Assessment, and Governance Manual (Governance Manual)* and related policies, procedures, and reports substantiate the claim that Central Christian College of Kansas (CCCK) demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning. Significantly revised since the last visit, the *Governance Manual* provides a comprehensive and integrated system through which the institution operationalizes campus-wide evaluation. This plan, in partnership with the *Strategic Plan*, compels engagement in the assessment of current student performance to drive decision-making, budget planning, and the attainment of desired outcomes.

4.B.1: The institution has effective processes for the assessment of student learning and achievement of learning goals in academic and cocurricular offerings.

The rigorous review process (discussed in Core Component 3.A) 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 College Council, and lastly the Board of Trustees (as appropriate).

As can be seen in the curriculum development process, each request needs to address missional alignment, and where appropriate, alignment with the CORE4.

This process ensures that outcomes of new programs (or modifications made to current programs) align with the mission and outcomes of the institution.

Beyond the four institutionally stated learning goals represented by the CORE4, CCCK articulates learning goals for its programs:

The annual Faculty Report (AD01), Departmental Report (AD03), and the Quadrennial Assessment process ensure that CCK uses effective processes for the assessment of student learning and achievement of learning goals. At the individual course level, faculty are asked to provide annual updates to course-level modifications designed to enhance stated learning outcomes.

Building on these course-level evaluations, each department submits an annual report (available in Core Component 4.A), 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 assesses these as part of the program review process (for new programs) and as part of the Quadrennial review process.

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. 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.

These data help confirm the appropriateness of the program and identify points for improvement. A review of the record demonstrates that since the last Commission visit, the Academic Affairs and Assessment Committee and Faculty Senate considered several formal curricular modifications, illustrating a robust and responsive commitment to keeping courses and programs current and appropriately rigorous.

Rubrics also assist in providing data for the assessment, which can be used to improve student learning. These rubrics are most often used in association with curriculum maps. They are also used to both evaluate targeted learning experiences and to help standardize evaluation, such as with the Writing Program, which uses a version of the VALUE Rubric developed by AAC&U). While faculty are given the freedom to grade Writing-intensive (WI) assignments using internal measures, all "WI" courses submit papers to the Writing Center Director, who uses the rubric to determine recommendations for improvement.

More detail on the Institution's Writing Center can be found in sub-component 2.E.3.

Standardized rubrics are often used in online and graduate-level courses, recognizing the varied nature of adjuncts and consistency across the program. These are most often used for Discussion Posts and Assignments. Residential faculty are given much greater freedom.

Co-curricular outcomes (also addressed in Core Component 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 is linked to the missional outcomes, achievement ties directly to institutional-wide assessments (including the Enrollment Plan discussed in Core Component 4.C.).

4.B.2: The institution uses the information gained from assessment to improve student learning.

A primary motivation for the collection of data (e.g., Quadrennial Reports, Departmental Reports, Individual Faculty Reports, Student Surveys, etc.) is for the use of improving student learning and the student learning experience.

The following examples highlight a few modifications illustrating how data, collected from multiple sources, inform modifications.

- During a quadrennial review process, it was discovered that the National Institutes of Health (NIH) was no longer offering access to the ethics tool it once offered. Completion of this certification was an essential component of the outcome matrix in the psychology program. Staff developed a new series of Discussion Questions elaborating on research ethics. This modification allows faculty to verify student understanding of key concepts, which is more robust than the former NIH certification.
- With the introduction of new APA standards, related programs modified syllabi and assignments to align with the new standards.
- A review of student scores demonstrated differences in how the rubric was applied (scored), which has resulted in inconsistencies in grading, most evident in differences between residential and online scores on final research papers. The rubric was adjusted and now contains score ranges, which were added to the rubric to ensure the proper application of scoring with the rubric.
- Feedback derived from student surveys suggested that the sequence of courses in the Synergy of Leadership (Graduate Course) did not support the intended objective. The course was redesigned.

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

Core Component 4.C. highlights additional modifications.

4.B.3: The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

To assist in maintaining the effective collection, analysis, and application of data, and to ensure substantial participation of faculty and other instructional staff members, CCKK relies on the following agents and agencies, as articulated in the College's *Governance Manual* and the *Faculty Handbook*:

- **Institutional Effectiveness Officer:** The Office of Institutional Effectiveness (IEO) oversees all operations related to the collection and analysis of data to provide insight, assessment, and recommendations to advance the mission of the college. This Office manages the storage and retrieval systems that allow for the systematic use of data, including internal and external data used for comparative research. Currently, the IEO also serves as the Accreditation Liaison Officer.
- **Department Chairs (Program Directors):** In cooperation with the Chief Academic Officer 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 four years.

- **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.
- **Faculty Senate:** The Faculty Senate singularly, and through its own standing and special committees, provides appropriate oversight within its scope of responsibility. In addition, through its representative participation, the faculty also informs the operations of the College, including co-curricular and extracurricular concerns.
- **College Council:** The College Council serves as the primary team charged with oversight of institutional-wide assessment activities and initiatives. 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, the College Council seeks only to affirm that assessment is being done and to act upon any recommendations. Faculty maintain primary oversight of student learning.
- **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
 - Chief Academic Officer
 - Executive Team
 - College Council
 - Faculty Senate
 - Staff
 - Directors
 - Institutional Effectiveness Officer
 - Office Managers
 - Academic Affairs and Assessment Committee
 - Academic Departments
 - Students

Conclusion

Central Christian College of Kansas maintains a robust assessment process, providing a rich source of quantitative and qualitative data. Methods of data collection are in keeping with good practice and are provided oversight by the Office of Institutional Effectiveness. While staff, faculty, and even students participate in the assessment process, it is the faculty who maintain primary oversight over academic assessment and implementation of improvements.

4.C - Core Component

The institution pursues educational improvement through goals and strategies that improve 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, 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

Introduction

Central Christian College of Kansas (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.

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

The College maintains a *Strategic Enrollment Management Plan (SEMP)*, which both informs and is informed by other strategic documents such as the *Strategic Plan* and the *Budget*. The purpose of the *SEMP* is to merge insights gained from external trends with internal data to provide ambitious, yet attainable and appropriate enrollment goals.

The *Strategic Plan* includes specific goals related to enrollment and retention, incorporating both the long-term objective, and the short-term expectations. This has been illustrated differently, depending on the structure of the Strategic Plan, but has always been included and tracked.

The *SEMP* is written as a three-year plan but is updated annually to retain currency with market trends and data. It seeks to operationalize strategic goals by further elaborating on discrete outcomes, as well as describing practical functions designed to reach these outcomes. It includes goals and strategies for both residential and online programs. In addition, it addresses goals and strategies related to persistence and retention, which help inform specific recruiting targets for each athletic and academic program.

At this time, the graduate program has not been included in the *SEMP*, as it is the focus of a current marketing initiative associated with a third party. Inclusion will need to be considered in the future to maintain a comprehensive overview of enrollment goals and outcomes.

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

The Office of Institutional Effectiveness (OIE) serves as the official source of College-related data and analytics. Through the use of the *Data Book*, the OIE tracks data on student retention, persistence, and completion. This is in addition to tracking provided through IPEDS, College Scorecard, and SAM. The

Data Book provides combined and discrete data for residential and online programming, as well as retention by academic programs.

In addition, academic program data, related to enrollment, retention, and completion is tracked by the Office of Institutional Effectiveness and submitted to each program on an annual basis, as part of scheduled Assessment Days. The *Data Book* maintains specific pages dedicated to tracking program-related data, including historical data and outcomes.

Maintained by the Director of Admissions, a weekly admissions report is distributed to the Board Chair, the President, and members of the Leadership Team. A report on matriculation, lead generation, and programmatic enrollment is also disseminated to relevant members of the Admissions, Financial Aid, and Executive Teams. These reports include data to help inform discussions, planning, and points of accountability. In like manner, each semester the Student Life Office produces an intent to Return Report. This report allows students to self-indicate persistence, which helps alert staff and offices to take appropriate action. Online enrollment trends are monitored by a dedicated staff member who provides support to students and meets weekly with the enrollment team to provide feedback and voice concerns.

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

Since its last review in 2018, CCKK engaged additional external tools to help better inform its strategic planning. Most significant is the campuses' engagement in the Collaborative Assessment Project (CAP). This data-gathering initiative, sponsored by the Council of Christian Colleges and Universities (CCCU), was designed to provide CCCU members with a common data set drawn from a series of shared assessments. The result allows for a cyclical process for institutional benchmarking, that can support longitudinal data analysis. Assessments include:

- National Survey of Student Engagement
- Thriving Campus
- Student Satisfaction Survey

As longitudinal data allows for comparative analysis, the College is using the data to address areas of greatest concern. Of specific concern is any data that may help inform the development of retention and persistence scores. To date, data-informed improvements to marketing, admissions processes, student onboarding, and the freshman experience have been pursued. Many of these are recorded in differing iterations of the *SEMP*. Specific examples of improvements driven by the analysis of the data include:

- Development of a pre-enrollment CANVAS course
- Redesign of Freshman Seminar
- Modifications to onboarding/Week of Welcome
- Expanded orientation experience for early-arrival athletes
- Establishment of a student-athlete committee to gain feedback
- Launch of new industry-based majors

At this time, data suggests some positive effects on residential retention rates, which have increased from a three-year rolling average of 52% in 2018 to 54% in 2023, with the largest jump in retention occurring this last year from 49% (2021 cohort) to 61% (2022 cohort).

Online retention has remained fairly stable when considering the three-year rolling average of 58% (2018) and 58% (2023). However, the data is a bit misleading with year-over-year retention jumping from 48% (2022) to 80% (2023), which may be partially explained by the transition from an outside OPM to internal recruiters. This decision was reached by analyzing trends in enrollment. While this increase might normally be interpreted as a positive increase, with overall online enrollment trends decreasing, the data needs to be viewed in perspective. Beginning in 2023, CCKK shifted its marketing endeavors to better target persisting recruits. Data is under review to determine if marketing strategies are effective.

CCKK's 100% - Adjusted 4-Year Cohort Graduation rates (26%) are below the average for KICA institutions (41%). However, due to the unique nature of CCKK's online program, which can take up to five years to complete (six weeks - one class at a time), CCKK uses the adjusted 6-Year Cohort (150% time or less) for comparative purposes. This data demonstrates that CCKK is closer (30%) to other KICA institutions (36% average). While attrition from the degree-completion program can explain some of this, improving graduation rates continues to be a focus of strategic enrollment management.

4.C.4: The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice.

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
- Council of Christian Colleges and Universities (including participation in the Collaborative Assessment Project)
- National Student Clearing House
- Ruffalo Noel-Levitz
- Kansas Association of Collegiate Registrars and Admissions Officers
- American Institutes for Research (AIR)
- North American Coalition for Christian Admissions Professionals (NACCAP)
- Kansas Independent College Association (KICA).

Participation and affiliation with these resources have significantly influenced data collection, reporting, and analysis. Examples of modifications related to student retention, persistence, and completion include:

- Departmental data on program retention, persistence, and completion
- The addition of 4-year, 6-year, and 8-year completion rates
- Retention rates for discrete populations (e.g. athletes, race, gender)
- A section of the SEMP addressing strategic goals related to recruitment and enrollment as a result of projected retention
- 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. Additionally, the College utilizes the College Scorecard as a barometer related to benchmarking.

Conclusion

Central Christian College makes informed modifications to improve its retention, persistence, and completion rates. The *SEMP* and *Strategic Plan* include appropriate goals that work in tandem. The collection and use of data is in alignment with best practices, including the use of historical and summative data for programs and the College as a whole.

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

Central Christian College of Kansas (CCKK) demonstrates responsibility for the quality of its educational programs, as evidenced by a rigorous practice of program review. This includes opportunities for annual and quadrennial 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. This process was interrupted some during COVID, but the structure remains strong and faculty are once again engaged in regular and ongoing assessment.

The College maintains a thorough and consistent set of 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 remain the authoritative voice related to faculty credentials (e.g. residential, dual-credit, online).

Currently, CCKK maintains accreditation of its teaching programs through the Kansas State Department of Education. A review in 2023 resulted in continued accreditation, with some 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 processes by which to evaluate the achievement of those outcomes. Through annual and quadrennial assessment reports, the faculty provides 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 Annual Reports, a comprehensive Strategic Enrollment Plan, and a Strategic Plan - all of which contain specific data tracking and goals associated with the same. An institutional dashboard provides data allowing the identification of trends and allows for progress on stated goals to be assessed. Additionally, the Data Book provides departmental-specific data related to retention, persistence, and completion rate. Participation in nationally recognized surveys (e.g. NSSE, SPOL, SIS, ClimateSurvey, etc.) represents a significant enhancement to data collection and analysis, allowing for internal and external comparisons.

5 - Institutional Effectiveness, Resources and Planning

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

5.A - Core Component

Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

Argument

Introduction

Central Christian College of Kansas utilizes a collaborative governance structure. This approach, which relies on shared input from faculty, staff, students, and Board members ensures that all stakeholders have a voice in the operation and direction of the College. The added presence of an integrated assessment system empowers members of the campus community to make data-informed decisions that benefit from the mutual insights of the whole. This approach not only promotes a sense of ownership among faculty, staff, and students but also helps to create a strong and inclusive community within the institution.

5.A.1: Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff, and students—through planning, policies, and procedures.

Central Christian College of Kansas has long championed collaborative governance, engaging all internal stakeholders - from its governing board to students - in shaping the institution's direction. A review of historical documents reveals a rich tradition of shared decision-making rooted in open communication, mutual respect, and transparency. This collaborative ethos has been instrumental throughout the College's existence, most recently evidenced in the 2018 Assurance Argument Report. The visiting team commended the College's strong culture of partnership, noting that even without a formal governance structure, stakeholders worked together effectively. The College's commitment to inclusion and consensus-building in governance is no mere happenstance; rather, it stems from a deeply ingrained belief that the best decisions are made when all voices are heard. By continuing to nurture this spirit of shared governance, Central Christian College stands to benefit from the diverse insights of its entire community.

In early 2021, the Office of the President took the first steps towards creating a formalized governance structure for the college, inviting input and feedback from all members of the campus community. This initiative addressed the growing need for a robust governance system to guide college operations. Through an inclusive process centered on open dialogue and constructive criticism, the college developed the Integrated Planning, Assessment, and Governance Manual - colloquially known as the "*Governance Manual*". This living document now serves as the codified framework defining the college's shared governance system. The representative College Council is empowered to oversee the Governance Manual, including periodically reviewing and revising it to align with the evolving needs of the institution. By developing this Manual through a collaborative process, the college has established a governance structure that reflects the values and priorities of the entire campus community.

The Board of Trustees holds the ultimate responsibility for guiding the College towards fulfilling its vision and mission, as outlined in the *BOT Governance Manual*. To steer the institution, the Board employs a modified version of the Policy Governance System, also known as the Carver Method. This governance paradigm compels the Board to focus chiefly on its fiduciary duty and mission oversight, rather than day-to-day administration. The system enables the Board to sustain and support the College's mission through high-level supervision, not direct management. In this way, the Board can orient the College toward its stated mission, vision, and values.

The Board plays a crucial governance role for the College, with important duties spanning strategy, accountability, and oversight. Strategically, the Board is responsible for charting the institution's long-term direction and vision. Regarding accountability, the Board ensures College policies are properly enforced. Financially, the Board exercises fiduciary responsibility and oversight of the College's budget and assets. Another critical responsibility is selecting and evaluating the President, who is charged with achieving the goals defined in the Ends and Limitations set by the Board. By fulfilling these interlinked duties, the Board provides essential leadership and stewardship to guide the College in fulfilling its mission.

To ensure that Board members remain cognizant of the culture, concerns, and context of the institution, the Board relies on the regular reports from the President, Board initiated interactions with College constituents, *Monitoring Reports* submitted by the College President, and other reports submitted to the Board from various stakeholders, directors, and committees. In this way, the Board can remain confident that strategic decisions are grounded on realistic insights.

The Board, guided by its Policy Governance Model, entrusts the President with the authority to lead the College. This delegation empowers the President while also bounding their authority within prescribed limitations. Furthermore, the President must adhere to the standards of the entities that accredit and authorize the College to carry out its mission. Thus, the President's operational authority stems from the Board yet remains circumscribed by the Board's constraints and by the College's deference to the regulatory expectations of those entities that accredit and empower the College to fulfill its mission. The President is thereby granted agency to direct the College, albeit within a framework of accountability.

In conferring full authority to the President, the President, in turn, may delegate limited and specific authority to administrative officials or bodies, each with responsibility commensurate with the delegated authority. As a vested member of the Institution, the President electively constrains his or her authority per the governance structure, seeking to work collaboratively with the constituents of the College, as expected by the Board.

As part of the Governance Structure, there are four standing governance committees that include members from each constituent group of the College community to ensure equitable participation in the governance process. Through representational membership, committees help ensure that deliberations and decisions benefit from diverse input, reflecting the thoughts, ideas, and opinions of the campus community. The College Council serves as the plenary governance body of the College, vested with the responsibility to facilitate and promote the collective interest of the campus community.

Students are a recognized constituent group within the governance structure and maintain specific student groups, which are embedded in the governance structure. Currently, this includes the Student Government Association (SGA) and the Council of Student-Athletes (CSA).

Students are also provided representation on standing committees, including the College Council, with the power of both voice and vote. The Catalog and Student Handbook also articulate processes through which students can address concerns and grievances, which in turn can influence academic requirements, policy, and processes.

An example of a collaborative process is the recent request of student-athletes to revise the drug-testing policy. While the College already had a policy addressing the issue, the student-athletes were asking for more stringent measures and enforcement. The Council of Student-Athletes proposed several modifications, which were considered by the All Athletic Council and the Student Affairs Committee. This resulted in the College Council affirming an updated drug testing policy for the student body and additional modifications to the policy related to student-athletes.

Non-residential students do not maintain an official form of government, but they are afforded opportunities for feedback, criticism, and comment. The School of Professional Education and the School of Graduate Studies facilitate this through the Learning Management System, personal interaction with the student advocacy team, and regular survey opportunities. These same surveys are also used with residential students to help inform academic assessment and development, as well as training and tools. *Further described in sub-component 3.C.4.*

While staff, including coaches, have always had a voice in governance, their participation was largely confined to communication channels that existed through the organizational chart. In 2022, as an outcome of the adoption of the new governance structure, staff and coaches were recognized as distinct constituent groups. The Staff Council provides a specific forum for non-faculty, non-coaching staff, to have a formal voice in governance. Likewise, coaches serve on the All Athletics Council, which provides them with a formal conduit to influence policy and procedures.

5.A.2: The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.

The Office of Institutional Effectiveness (OIE) serves as the primary means through which data is collected, collated, and conferred back to the campus community with the intent of assisting informed decision-making. The OIE maintains the *Institutional Data Book*, which serves as a compendium of data and dashboards that are most pertinent to assessment and planning. This tool is available to all members of the campus community, including the Board.

At its fundamental level, the governance of the College focuses on the mission and margin of the College, while concentrating on the welfare of its students. Therefore, the collection of student-level data is vital. Sources include:

- *Student Satisfaction Surveys (SSI & PSOL)*
- *Thriving Campus*
- *Exit Surveys*
- *Alumni Surveys*
- *National Survey of Student Engagement Survey*

All provide means through which students can articulate feedback, and as further described in sub-component 5.A.3., influence academic requirements, policies, and processes. *See also sub-component 2.B.2 for further discussion.*

As it relates to general operations, the following serve as examples of how data was leveraged to make informed decisions in the best interest of the institution and its constituents:

- College leadership relied on data derived from two separate climate surveys to address faculty and staff input. In response, the Campus Social Committee, Office of the President, and Chief of Staff were able to identify key concerns that could negatively affect campus morale, especially in the wake of COVID, as well as priorities most identified by respondents. Responses included several morale-focused initiatives as well as professional development initiatives.
- Discussed in greater detail in the *Embedded Report*, an intentional and ongoing focus on the data points informing the Composite Financial Index (CFI), serves as a useful example of how data was used to inform effective decision-making. The CFI page of the Data Book was developed in conjunction with *CFOColleague* and the College's auditors, to identify the key data points that inform the CFI. Using this information, College leadership, with insight and oversight from the Board, was able to make budgetary considerations to influence unrestricted net assets which have been a drag on the Primary Reserve Ratio for some time.
- The IT department has leveraged several simulated phishing attacks designed to test personnel. In response, the IT Department can produce AI-driven phishing and training recommendations based on how users respond. These recommendations, plus performance on proficiency assessments, are used to develop a targeted training regimen designed to reduce the risk of a successful cyberattack.
- The Advancement Office and Foundation rely on wealth management data to help inform its moves management strategies and campaign goals. Recently, the Advancement Office chose to partner with a new Donor Management system to improve the ability to use data analytics in decision-making. This new system is scheduled for installation starting January 2024.
- Feedback data from third-party vendors focused on student services (e.g., mental health, tutoring, etc.) is used to help structure resources such as student tutors when a certain subject or course data suggests additional help is needed.
- Internal data concerning salary and wages is scrutinized to identify gaps or inequities in the system. These analyses are done internally, using job classifications, as well as externally through data shared within the Kansas Independent College Association (KICA).
- Tuition decisions, including pricing, giveback rate goals, and scholarships are informed through data sources such as the NAIA Return on Athletics reports, KICA reports, and CollegeFactual.

5.A.3: The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policies, and processes through effective collaborative structures.

The updated governance structure was designed to enhance both the integration of assessment with budgeting and planning, the amplification of collaboration, and the preservation of responsibilities, such as ensuring that faculty, and when appropriate, staff and students are involved in setting academic requirements, policies, and processes.

The Board specifically recognizes the role of the faculty in proportion to the degree of their expert knowledge, and as such looks to the faculty to adjudicate and influence such fundamental areas as curriculum, subject matter, methods of instruction, faculty credentials, and those aspects of student life which relate to the educational processes. Specific language related to this expectation is included in the Presidential Limitations, which are articulated and reviewed by the Board.

The Faculty Senate maintains by-laws and hosts regular meetings to address those matters that fall within their oversight, as well as to address concerns and pursue opportunities within the institution. As outlined in the Governance Manual, Faculty maintain primary authority over curricular concerns and those documents that outline policies, procedures, and practices that are distinct to members of the faculty. An example of how the institution has sought to maintain compliance with this structure is illustrated in the recent decision to modify degree names, where the proposal was referred back to the Faculty Senate for clarification.

Besides embedded feedback loops, such as the *TIGER Surveys*, faculty have provided opportunities for students to have a direct voice in academic matters. This is best illustrated through student representation on the Teacher Education Committee and a non-voting seat in the Faculty Senate.

Conclusion

Central Christian College of Kansas maintains structures that provide for the collective management of its operations. This is best evidenced through the presence of guiding documents, collaboratively developed and maintained, which inform the planning, policy, procedures, and practices of the College. These documents include a *Strategic Plan, Policy and Procedures Manual, Governance Manual, Faculty Handbook, Athletic Handbook, Student Handbook, Integrated Planning Matrix, and Budget.*

5.B - Core Component

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

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.

4. The institution's fiscal allocations ensure that its educational purposes are achieved.

Argument

Introduction

Central Christian College of Kansas remains focused on maintaining and strengthening its resource base. By prioritizing financial stability and strategic investments, CCKK has improved its ability CFI scores, overall vitality ratios, and its resource base. By aligning informed fiscal management with mission and strategic goals, the College has made sound financial decisions that support its sustainability. Furthermore, the College's prudent planning and ongoing monitoring of financial resources demonstrates a dedication to adapt to changing circumstances and meet the challenges of a rapidly evolving educational landscape.

5.B.1: The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.

Also discussed in sub-component 3.C.7.

Staffing

Currently, the College employs approximately 83 (FTE) employees to support its mission. The Catalog records these employees and indicates credentials for administrators and faculty. A historical data review demonstrates that employment numbers remain stable, in keeping with enrollment.

Faculty tenure ranges from 1 to 25 years, with an average tenure of 13 years. Even amidst the turbulence of the pandemic, we have upheld an admirable 78% average retention rate for full-time faculty over the past three years. Though there has been a slight shift toward dependency on adjunct instructors, the College has maintained a core of full-time faculty commensurate with the College's academic programs. The steady leadership of the faculty ensures rigorous oversight and exceptional instruction across the curriculum. Faculty are the lifeblood of this institution. Their passion and permanence speak volumes about the strength of our academic community.

The selection of qualified staff begins with the hiring and selection process. Whenever positions come open, job descriptions are revised through a cooperative process including the Chief Officer charged with oversight of the position, the Human Resource Officer, and the Office of the President. The updated job descriptions are used by the search committee, aiding alignment between the needs of the position and the qualifications of the individual. After being hired, all new employees complete an onboarding process. This is done to help ensure that each employee understands the mission and culture of the College, and provides a basic introduction to policy and procedures.

In some cases, additional training may be required during the initial stages of employment. This training may be specific to the unique nature of the job (e.g., Federal Student Aid training for new Financial Aid Counselors) or internal (e.g., Admissions Ethics training for new Admissions Counselors, FERPA & Title IX training for all employees).

Each year, as part of the launch of the residential academic year, faculty and staff participate in a multi-day workshop. This workshop provides campus-wide training focused on new or modified policies,

trends in higher education, and strategic planning. As part of the annual workshop, faculty engage in additional training specific to their role. This includes orientation for new faculty and ongoing training for all faculty. (e.g. LMS use, advising, pedagogical methods, etc.).

Following the annual workshop, the Chief of Staff provides ongoing professional development through asynchronous training opportunities provided by the College's partnership with Vector Solutions. These trainings are designed to improve workplace culture, enhance employee performance, and help meet federal and state compliance requirements. Attendance is tracked to ensure employee compliance.

In addition, different departments and divisions complete training in alignment with the specific needs either identified through assessment or as imposed by external development or change. Sometimes this training includes department-wide participation, or individual engagement, or is provided through membership in a listserv, organization, or other partnership. Examples include:

- Online Faculty: Zoom Workshops
- Human Resources: Husch Blackwell Webinars, Omni Consulting
- Finance: NACUBO & FORVIS Webinars, Newsletters (e.g. CFOColleague, CapinCrouse, NASFAA, etc.)
- Advancement: Timothy Group Consulting, Gonser Gerber, Pentera, Bauad, Bloomerang
- Faculty: Workshops; Colloquia
- Academic/ Admission Staff: KACRAO (Kansas Association of Collegiate Registrars and Admissions Officers), NACAPP (North American Coalition for Christian Admissions Professionals)
- Campuswide: Knowbe4: Cyber Security Awareness Training

Each year, budgetary funds are set aside to support ongoing training and education. This Tuition Assistance Program (TAP) allows a limited number of individuals to complete a degree or specialized training that enhances the mission of the institution (see sub-component 3.C.5.). In addition, faculty can apply for a limited amount of funds to help underwrite specialized professional development or attendance at conferences or colloquia that fall outside of normal budget resources. These funds are associated with an endowment set up for faculty training.

To promote ongoing education, the College maintains a tuition remission benefit and a tuition assistance benefit. In addition, all employees are eligible to seek further education through the Tuition Assistance Program.

Since the Comprehensive Review in 2018, the College has funded or partially funded the following certifications or degrees:

- Advanced Degree Completion
 - 6 employees completed their master's degree
 - 5 employees working towards their master's degree utilizing the Graduate Assistant Program
 - 4 employees have completed doctoral degrees
 - 2 employees are completing doctoral degrees
- Aspiring Campus Leaders Academy - A training program offered by the Kansas Independent College Association (KICA)
 - 3 Employees have completed the program and 1 is currently enrolled and set to complete in the spring of 2024.

- NACCAP Management Training: 1 employee
- CCCU - Advanced Leadership Institute: 1 employee

More details on professional development grants for faculty continued education can be found in sub-component 3.C.5.

A survey of professional development completed since the last Commission visit demonstrates a robust involvement in operational training. This is enhanced by membership in organizations pertinent to higher education, which often provides training and access to materials to ensure that staff are sufficiently equipped to fulfill their roles.

Performance reviews are conducted for all Executive Staff regularly, which include goals and performance expectations for future evaluation. General staff members are reviewed in alignment with the procedures of each office, with assistance from the Office of Human Resources. Faculty rely on peer review to ensure ongoing improvement.

In some cases, recognizing the personnel limitations related to its geographic location, Central Christian College of Kansas (CCK) has strategically collaborated with third-party partners to ensure that the human and technological infrastructure is sufficient to support operations. Example include:

- Omni: Human Resources
- DJA: Financial Aid Processing
- Edify: Web/Social Media Development
- Clark Higher Education: Online Marketing
- Creative Dining Services: Food & Catering
- Inceptia: Loan Counseling
- Tutor.com: Academic Support
- VirtualCare: Telehealth

While not counted as formal employees of the College, the presence of these partnerships provides qualified staffing in alignment with key aspects of the College's operations, further providing evidence that CCK maintains the human resources to support its operations.

Infrastructure & Resource Allocation

Central maintains one main campus, located at 1200 South Main Street in McPherson, KS, and a virtual campus through its Learning Management System (CANVAS).

From a capacity standpoint, the current infrastructure is sufficient for the College's population. However, as the College looks to enhance and expand its offerings, additional investment will be needed. For example, the occupancy rate for the past three years was 79.6% (Fall 2020), 80.7% (Fall 2021), and 88.6% (Fall 2022) respectively. As this number increases, additional residential space will be needed.

The College maintains supplementary real estate (e.g. homes, apartments), which were leveraged during the pandemic when quarantine and isolation space were needed. Otherwise, these properties are currently monetized on behalf of the College, as rental homes and apartments.

Classroom space has not reached capacity, though the Registrar does cap some courses due to limited lab space. However, these limitations do not cause financial hardships and allow the College to maintain smaller faculty-student ratios. The presence of a robust online infrastructure provides capacity both for online learners and residential students seeking specific or off-sequence course work. This is also enhanced by the College's partnership with Acadeum and Rize.

CCKK continues to invest in physical plant and technological infrastructure to support its operations and to address capital renewal. Enhancements made since the last Comprehensive Visit include:

- Academic Services
 - Remodeled Bookstore
 - Exercise Science Lab
 - Repaired Foundation and replaced carpet (Mingenback Center)
 - Implemented Canvas (Learning Management System)
 - Briner Academic Center development
 - ZOOM Room
 - Lecture Capture (Classroom Tech)
 - Natural Science & Art Museum
 - Science Hall - Third Floor Enhancements
- General/Student Services
 - Installed New Road on Campus (Dalke Drive)
 - Installed Hammock Farm
 - Installed Frisbee Golf Course on Campus
 - Outdoor Fitness Center
 - Merlin Fields Tech upgrades
 - Hall of Fame Kiosk
 - New Security Cameras
 - Property expansion through bequest and purchase
 - Customer Relationship Management (CRM) system for the Office of Admissions
- Athletics
 - Purchase and Enhancement (e.g., painting, in-field, etc.) of Baseball Complex
 - ESports Lab
 - Refurbished Gym
 - Installed New Scoreboards (Soccer, Softball, Main Gym, and Baseball)
 - Hydro-room & raining Room Enhancements
 - Wrestling Center
 - Operational Softball Lights and Update to Backstop (2024)
 - New Scorer's Tables for South Gym
 - North Gym & Press Box Office Renovation

As part of its recent governance restructuring and Capital Campaign, CCKK adopted a more comprehensive capital planning process. Under the new structure, operational planning falls under the oversight of the Operational Affairs Committee. This committee includes representatives from each campus constituency (i.e., faculty, staff, coaches, etc.) and meets regularly to address both current and anticipated needs related to campus planning and technological infrastructure. A sub-committee specifically for campus planning reports to this oversight committee. Recognizing that the last *Campus Master Plan* needed revision, this committee initiated a request for bids to create a new campus plan. Most of the current enhancements have been informed by the *Strategic Plan*, which will also help

inform the updated *Campus Master Plan*. Deferred maintenance falls under the authority of this committee and is considered part of the budgeting and planning process. Some of the campus improvements achieved since 2018 were directly related to needs designated in the Deferred Maintenance Plan, including:

- Upgraded security measures (Cameras)
- Greer Auditorium streaming enhancements
- Science Hall 3rd floor upgrades
- Renovation of Athletic Training Room
- Renovation of Greer Auditorium
- Renovated Lighting System (Greer Auditorium)
- New Roofs (Greer, Rentals, Gym)

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. Recently, the College engaged Apogee (Austin, Texas-based managed technology services provider) to complete a technology audit.

There are several learning resources maintained by the Briner Academic Center including Tutor.com, ZOOM (Lecture-Capture), and Turnitin.com. The library offers access to general and subject-specific databases, interlibrary loans, technology, and access to the Kansas State Library resources. One such resource, Learning Express is accessed through the State Library of Kansas website. It provides study guides for subject matter tests, computer skills training, research tools, and a career center. Learning Express also has resources in Spanish and provides numerous student success resources on topics such as organization, time management, and personal skills. The Library Director makes these resources available to all College constituents, providing an annual report to the Chief Academic Officer to ensure accountability to the Faculty Senate.

The Briner Academic Center provides learning and writing support, disability services, and career counseling. The Academic Office provides oversight to the Center. To assist distance learners, the Briner Academic Center also provides virtual services and tools, such as online tutoring and writing resources.

5.B.2: The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources, and opportunities.

Criterion One specifically addresses the development and suitability of the mission. The *Strategic Plan*, informed by the vision and mission, records institutional goals as well as specific outcomes and measures.

To ensure that any goals associated with the mission or elaborations of the mission are realistic in light of the institution's organization, resources, and opportunities, the Leadership Team regularly reviews and modifies the *Strategic Plan*. This process includes campus-wide input helping to inform any changes to the mission, vision, SWOT Analysis, and specific goals and outcomes.

The Integrated Planning section of the *Governance Manual* illustrates the linkage between planning, resource allocation, and assessment. It does this by involving stakeholders from across the campus in a systematic process, where each process builds upon the ones before, linking resource allocation to aspects of assessment, budgeting, goal setting, and review.

The consideration of these elements helps ensure that goals are realistic in light of the institution's organization, resources, and opportunities. This is most recently illustrated in the fall 2023 update to the *Strategic Plan*, which was the outcome of data points indicating that a course correction was necessary. In response, the President worked with the campus community and Board of Trustees to revise and refine both the *Strategic Enrollment Management Plan* and the *Strategic Plan*, leveraging historical data with external indicators.

These revised plans continue to demonstrate the College's prioritization of stabilizing fiscal resources, while also addressing immediate data points. The outcome is the identification of goals that are aspirational, yet attainable in that they align with current and projected resourcing.

5.B.3: The institution has a well-developed process in place for budgeting and for monitoring its finances.

Budget Development

Under the leadership of the Chief Financial Officer, CCKK maintains a well-developed process for budget monitoring and management that is outlined in the *Governance Manual*. It reflects the College's commitment to shared governance, missional outcomes, and strategic initiatives. It leverages a collaborative approach with an eye toward sustainability, strategic investment, and advancement.

Detailed further in the College's *Governance Manual*, the budgeting process, first informed through assessment and planning, formally begins with the collection of academic departmental and divisional budget requests.

As it relates to academics, faculty submit program-specific budget requests that are tied to program outcomes and objectives. The Faculty Senate maintains a standing committee that has been tasked with oversight of budget development and review (SPOC). This academic committee provides a means to ensure planning and budgeting do not adversely affect educational purposes. As appropriate, SPOC provides the Business Affairs Committee with budget recommendations.

Nonacademic departments are provided budget worksheets that include past years' spending.

Ultimately, the Business Affairs Committee (BAC) provides institutional oversight to resource allocation, making adjustments to policy and budget assisting alignment of goals, strategic initiatives, and current resourcing. The Business Affairs Committee (BAC) uses this information to make recommendations to the College Council.

To assist the budget process, the College relies on forecasting computations calculated through Comp4cast. This proprietary forecasting spreadsheet provides an informed system of checks and balances based on recognized parameters in the industry. In addition, the College maintains a *working budget* (Budget Shell) that provides projections for the next five years.

A tentative budget proposal is sent to the College Council for review, revision, and final recommendation to the Office of the President. From there, the President works with the CFO and the College Council to design a preliminary budget for the spring meeting of the Board of Trustees (BOT) for preliminary approval. This budget includes the use of a three-tiered budget based on a projected

enrollment range from low to high. The CFO and President then continue to monitor retention and recruitment numbers throughout the spring and summer, adjusting income and expense projections to provide a final adjusted budget at the fall Board meeting.

Monitoring

To help monitor adherence to the budget, the CFO provides regular reports to the Leadership Team and the College Council to ensure that income and expenditures remain in alignment with budgetary expectations.

In like manner, the Board's Finance Committee reviews available data as part of its regular meetings. This also includes updates from the Executive Director of the Foundation concerning investments, endowment, annual fund, and progress on the Capital Campaign.

In addition to reports provided to the Finance Committee, the College President also provides aspects of budget monitoring to the full Board.

As part of the budget monitoring process, current enrollment is regularly surveyed (e.g., new enrollments, withdrawals, graduations, SAP alerts, etc.). This is a necessary aspect of the online academic schedule and the reliance on enrollment numbers. In this way, enrollment management is an integral part of the financial planning & monitoring process. Regularly, non-financial reports are submitted to key leaders illustrating financial aid processing, recruitment, and projected retention/persistence.

A final part of the budgetary process is the annual audit. Each year, an outside auditing agency audits the financials of the College, 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. The auditor meets with the Board to discuss findings and share insights]. In turn, the CFO provides a budget update to the Board as part of each regular Board of Trustees meeting.

Full audits and financials are available in sub-component 5.B.4.

5.B.4: The institution's fiscal allocations ensure that its educational purposes are achieved.

Central Christian College of Kansas (CCCK) has had 140 years of experience navigating the challenges of being a small, non-profit, faith-based institution of higher learning. This has been especially true in the last number of years as the College has sought ways to respond to the challenges that seem to disproportionately affect institutions that maintain a vision that focuses on providing access and opportunity.

Since it transitioned to a four-year college in 2000, CCCK has had a history of financial monitoring and reporting with the Commission, triggered by the ongoing presence of a lagging CFI. In 2020, CCCK hosted a Focused Visit specifically addressing institutional finances. This visit resulted in the request for an *Embedded Report* contained in this *Assurance Argument*, which addresses aspects of finances and enrollment.

Since the last Commission visit in 2018, the College has maintained strengthening ratios. A review of financial records demonstrates that the College has increased its expendable net assets, modified net assets, and donor-restricted assets. It has also significantly decreased debt, while also addressing the underwater status of its endowment.

Audited financial statements illustrate the following:

Audited Financials	FY2019	FY2020	FY2021	FY2022	FY2023
Expendable Net Assets	\$(955,936)	\$(825,360)	\$1,080,243	\$1,667,086	
Modified Net Assets	\$5,783,844	\$7,287,750	\$9,321,052	\$8,693,815	
Donor Restricted Assets	\$7,079,044	\$7,835,649	\$7,950,019	\$8,217,246	
Debt	\$8,380,533	\$8,315,725	\$7,242,281	\$6,847,539	

These improvements are partially explained by the sale of the College's Day Care Center in 2021 and a significant gift (charitable remainder unitrust) split between FY2023 & FY2024. Recognizing the instability of the market and the year-over-year declines online, College Leadership safeguarded these funds, investing portions, but protecting liquidity so that any shortfalls could be addressed with little to no interruption in operations. The wisdom of this decision was affirmed as the College negotiated an early exit from an Online Program Management contract, requiring the investment of capital to ensure marketing strategies resulted in increased enrollment.

As highlighted in the *Embedded Report*, these improvements are not viewed in isolation. The College also recognizes its need to address ratios such as the year-over-year change in unrestricted net assets, debt burden ratio, and cash income ratio. Aspects of these are addressed in the *Strategic Plan*, which provides some benchmarks specifically identified to assist these areas of concern.

Per *Assumed Practices* the College completes an annual audit (also discussed in sub-components 2.A.1 & 2.C.2). This audit provides independent analysis and verification of financial statements and standing.

- Management Letter
- Audit/Financial Statements
- Audit with Uniform Guidance (Federal Funds)
- Post Audits Financials

A full accounting of comparative data is maintained in the Data Book. This data is reviewed annually to help inform decisions and resource allocation in the years following, including the use of this data to inform the forecasting tool *COMP4cast* (above). This tool, including regular reporting on finances and the status of CFI ratios, helps the Board remain aware of developments, deficiencies, and possible impediments to financial stability. In response, the College can make timely adjustments, as occurred in the fall of 2023 when College Leadership and the Board responded to projections that demonstrated possible cash fragility emerging through the winter of 2023.

The College maintains a comprehensive insurance program (covering liability, property, casualty, cyber-threats, etc.). Funding has continued to allow the College to cover 75% of Health Insurance Benefits, as well as offer a 3% matching on retirement funding and a paid Life Insurance plan for all employees. In addition, the College has been able to make some modest but targeted salary adjustments to address equity and to help relieve COLA increases.

It also maintains agreements with such institutions as Husch Blackwell, OMNI Human Resource Management, and Mariner Wealth Advisors (retirement plan advisors) to help mitigate and respond to legal risks that might threaten the stability of the College.

The Foundation & Capital Campaign

Originally established in 2018, "The Foundation of Central Christian College" (Foundation), the entity has evolved quickly to become a key aspect of the College's strategy to manage and leverage fiscal resources. In 2019, a Memorandum of Understanding (MOU) was signed by members of the Foundation Board and the College Board, which originally shifted all Advancement, Alumni, and auxiliary business venture operations to the Foundation. This has currently been revised, empowering the Foundation to retain oversight of the endowment, auxiliary business ventures, and campaign-related work. The Foundation Board maintains several additional policies that help guide the work of the Foundation. They include:

- Conflict of Interest
- Document Retention & Destruction
- Whistleblower Policy
- Gift Acceptance
- Endowment Spending
- Investment Policy Statement
- Disbursement Policy
- Impaired Endowment Policy

Though falling under the auspices of the College's audit, the Foundation maintains itself as a separate entity and retains an Executive Director, who, while working with the College President, answers solely to a separate Board (*Minutes available in sub-component 2.C.2.*). The Executive Director provides financial updates and other documentation to help ensure that the Board has the necessary documentation for deliberations, such as:

Fundamentally, the Foundation and the College represent a synergistic partnership focused on providing oversight and management of permanently restricted and invested funds. This is most evident in response to the College's responsibility to address the historical (Pre-2015) use of restricted funds for operations and to provide greater oversight of these accounts moving forward. It was under the leadership of the former administration (President Hoxie) that the use of endowment funds for operational purposes was ended. Since then, the College and the Foundation have worked together to identify strategies to begin returning all funds to a state of parity. This has already occurred with temporarily restricted funds, which are now in full parity. The current goal is to build upon the work already done to address the underwater aspects of permanently restricted funds.

This commitment is significant in that until recently, the College utilized interest income from the endowment as part of its income projections for operations. By joint decision of the College and the

Foundation, all interest income derived from underwater endowment funds is being reinvested, with no residual income coming to the College. This action, while needed (even required), partially restricts the College's ability to leverage cash for capital investment and deferred maintenance. However, returning permanently endowed accounts to full parity is viewed as a necessary outcome of the College's Core Values. Some interest income continues from those endowments that were established after the establishment of the Foundation and were not underwater.

In 2022, the College launched the Silent Phase of a Capital Campaign. Since that time

- 81% of the \$3M needed to fund specific projects has been pledged
- The Outdoor Fitness Park is complete
- Architectural drawings for the second project are in development
- 134 face-to-face visits have been completed

The College will go public in late winter and early spring of 2024, which will also include petitioning several foundations and granting organizations. The Campaign Team receives regular reports from the Campaign Director.

Conclusion

As affirmed in the *Embedded Report* and the evidentiary material contained herein, the institution has made significant development in its ability to provide fiscal resources in alignment with its mission, educational purposes, and needs. While the College currently remains reliant on enrollment-driven revenues, prudent planning, ongoing monitoring, and intentional management, have provided the College with the resources and flexibility to meet current challenges and make strategic investments into ongoing sustainability.

In celebrating these improvements, the College also recognizes that continued improvement is needed for transformational sustainability. In the meantime, understanding its capacity, the College intentionally and prudently navigates its fiscal posture ensuring that its educational purposes are achieved, while also planning and investing to strengthen quality in the future.

5.C - Core Component

The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
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, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.

6. The institution implements its plans to systematically improve its operations and student outcomes.

Argument

Introduction

Central Christian College of Kansas (CCKK) has a long history of systematic and integrated planning and improvement. This Core Component will provide direct evidence to support a structured approach to assessment, planning, improvement, execution, and enhancement.

5.C.1: The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes, and affiliated centers.

True to its faith-informed heritage, the College views itself as a steward, allocating resources as investments in its mission. The community-defined and Board-affirmed mission, vision, and core values, guide these investments. The strategic plan and annual budget, which prescribe and detail resource allocation, emerge from and uphold the College's mission, vision, and core values.

The *Strategic Plan* serves as the compass for the College's planning and operations. It informs activities such as budgeting, hiring, and program development to ensure resources are allocated to advance the College's mission. Examples of how strategic outcomes and goals have influenced the allocation of resources include:

- Budget allocations for hiring (e.g. Campus Pastor; Health Science Division Chair; Human Resources, etc.)
- Budget allocation for the launch of a comprehensive Learning Management System (CANVAS)
- Resource allocation (i.e. release time and budgetary resources) for the launch of the graduate program
- Budget allocation to join the Hispanic Association of Colleges and Universities (HACU)
- Budget allocations to elevate academic services through the expansion of the Student Success Center

Other examples, providing evidence of alignment between resource allocation, mission, and alignment, can be found in the annual review of strategic initiatives.

In addition to the *Strategic Plan*, the *Integrated Planning, Assessment, and Governance Manual*, provides both a framework and process that compliments the *Strategic Plan* - fostering collaboration and transparency while keeping mission-critical priorities in focus. Illustrated through the *Integrated Planning Matrix* the design seeks to ensure that the allocation process is influenced through a collaborative approach and remains informed by priorities discussed through assessment and reflection. In this way, the integrated budget process seeks to engage stakeholders across the College to shape spending based on strategic goals, assessment data, and shared knowledge of trends and topics.

Guided by the *Strategic Plan* and the *Integrated Planning, Assessment, and Governance Manual*, the campus community can pursue its mission and deliver on efforts to sustain and improve its work. Through this approach, the College remains confident in its ability to nimbly respond to opportunities and challenges, while also maintaining linkages between long-term aspirations (desires), short-term operational initiatives (expectations), and budget (resources).

5.C.2: The institution links its processes for the assessment of student learning, evaluation of operations, planning, and budgeting.

The Ends Policy, adopted by the Board of Trustees, serves as the primary performance measure used to assess missional efficacy. Since the focus of this policy is based on student experiences, student learning is the principal measure by which all the functions of the College are assessed and evaluated.

Through consistent review and assessment, College personnel have improved forecasting and responsiveness to student learning needs to enrich the quality of the College's educational offerings and its ability to respond to future challenges and opportunities. The Data Book summarizes operational and performance data, providing measures and trends. In turn, those trends provide insight, affecting strategic planning and ultimately linking student learning outcomes with operations, planning, and budgeting.

The Integrated Planning Matrix was developed to help synchronize assessment, planning, and budgeting, allowing each to build upon the other toward sustained improvement. This includes student learning, which is reviewed on an annual and quadrennial basis.

Recent modifications associated with the Briner Academic Center best exemplify this reality. Student performance and admissions data demonstrated a slight decrease in historical test scores of entry assessments (ACT, SAT, and GPA). In turn, projections concerning the data suggested that this trend might continue. Therefore, budgetary allocations were shifted to enhance facilities and resources related to the development of an expanded student success center. In 2022, the Library and Success Center were merged, providing increased access to students needing to utilize the assets offered.

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

As discussed in Core Components 1.D. and 5.B., the College goes to great lengths to consider the perspectives of its constituency. From owner and stakeholder input at the Board level to an intentional effort to promote shared governance, the College utilizes multiple avenues to ensure input and consultation from constituent groups to help drive planning and management.

The Strategic Plan is built on guidance and perspectives from different constituency groups. Annual updates to the Strengths, Weaknesses, Opportunities, and Threats (SWOT), provide a means through which the College Leadership gathers additional constituent input. Faculty and staff provide additional goals and outcomes that are considered.

The governance structure seeks to protect and preserve processes designed to engage the institution as a whole. The College Council and all primary committees include representatives from each of the major constituent groups. This is done to ensure that all constituent groups have a formal avenue through which concerns and perspectives are represented. Through this process, it was recognized that the operational (non-teaching, non-coaching, professional, technical, and support) staff had no direct line of communication, except through their work-related Directors or Chief Officers. Through the ratification of the *Governance Manual*, the Staff Council was created and had its first inaugural meeting in August 2022.

In its first meeting, the Staff Council brought recommendations to the College Council to add the Human Resource Officer as a permanent seat to the College Council. This decision was affirmed.

The College continues to make improvements and modifications based on feedback from internal and external constituencies. One example is evidenced through the College Policy and Procedure Manual in which significant changes have occurred since 2018. These modifications were largely the outcome of feedback gained from external consultations or internal requests for clarification or amplification. Significant changes are reviewed in alignment with the governance process outlined in the Governance Manual.

The Integrated Planning Matrix also provides another key piece of evidence attesting to the ways the College encompasses the campus as a whole and links its processes for student learning, operational management, and resource allocation. The timetable is designed to help inform and involve all members of the campus community. As such, it takes into account typical workload demands and attempts to protect the time commitments required to engage the process. In addition, it attempts to recognize the relationship between assessment and informed decision-making. A review of the matrix demonstrates that a review of prior year outcomes and any modification of the strategic plan precedes the launch of the budget process and the final approval of the current budget. In the same way, any update to the Campus Plan precedes the final stages of the budget process.

The College maintains membership and agreement with several associations, which help amplify the voice of external constituents. All members of the institution are encouraged to be involved in civic and community groups, which further provides opportunities for input and influence. The College President participates in the *Kansas Independent College Association* and the *Association of Free Methodist Educational Institutions*. In addition, each of the Chief Officers and several Directors participate in focused associations and listserves. Participation in these associations provides access to voices not normally heard through day-to-day operations. It also provides an opportunity for the College to influence decision-making outside its normative sphere of influence (e.g., discussions with legislatures, meetings with denominational representatives, and interviews with legal representatives).

Other examples of how external insights are helping to inform decision-making include:

- Comprehensive Athletic Consulting Report
- Apogee Site Assessment Report
- Shared Governance External Reader Feedback
- Annual benchmark surveys produced through KICA
- Annual audits (available in sub-component 5.C)

5.C.4: The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.

Central Cristian College of Kansas takes a thoughtful approach to capacity planning. Each year, the College develops a preliminary budget that is based on projective data derived from its forecasting tool. This forecasting tool provides insights into current capacity and possible fluctuations in enrollment and revenue.

The planning process brings together stakeholders from across campus. Historical data provides a foundation for analysis, while insights from faculty, staff, and administrators shape projections. The

Business Affairs Committee, College Council, and Leadership Team provide oversight. By considering internal capacities and external factors, the College can align resources to best serve students now and in the future.

This comprehensive, collaborative budgeting process exemplifies Central Cristian's commitment to strategic growth and responsible stewardship. Looking ahead allows the College to be proactive and pursue its mission with creativity and care.

Discussed in greater depth in the *Embedded Report*, evidence of how CCKK plans based on a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment, is evidenced by the significant improvements the College has made in its financial stability and how it is currently adjusting in preparation for the future.

Examples include:

- Parity of temporarily restricted accounts
- Modifications in endowment management to address parity
- Management of debt (e.g., shift to principal and interest payments)
- Adjustments in pay equity (internal and external)
- Preservation of funds for contingency

In its efforts to protect cash reserves and better align operations with the current fluctuation in online enrollment, the College has taken an aggressive approach as evidenced by:

- The Administration's implementation of budgetary guardrails and goals.
- The Board's request for an updated SEMP, to include specific programmatic strategies to address enrollment
- The modification of monthly reports to weekly reports with Cash Flow reports
- The formation of a Presidential Task Force focused on addressing current capacity
- Top-to-bottom redesign of the *Strategic Plan*, with a more intense roadmap on financial standards

Recognizing its location (i.e., tornado alley, proximity to an oil refinery, etc.) a practical Emergency Response Plan, built around standards recognized by the National Incident Management System (NIMS), Department of Homeland Security, and Federal Emergency Management Agency (FEMA), provides protocols to address situations that could disrupt the stability of College operations.

5.C.5: Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy, and state support.

The College's approach to governance and partnership (internal and external), assists its ability to anticipate emerging factors, such as technology, demographic & market shifts, globalization, governmental influence, and economic realities. Active participation in regional, national, and global organizations helps staff to remain aware of emerging trends. A survey of periodicals reviewed by senior leadership includes:

- The Chronicle of Higher Education
- Diverse Issues in Higher Education
- CFO Colleague Newsletter
- Higher Ed Dive

- Inside Higher Ed
- KICA Monthly Legislative Reports
- CCCU Advance: Monthly Advocacy Reports
- The Beacon (ABACC)
- NAICU: Washington Update
- President to President
- The Score: NAIA Communications
- Wesleyan Holiness Connection
- AIR: Association for Institutional Research Newsletter
- American Association of College and Universities Updates
- CUPA-HR: College and University Professional Association for Human Resources
- NACUBO Studies and Periodicals
- NASFAAL Daily News & Updates

Through sources such as these and participation in professional organizations, emerging trends are identified and incorporated into enrollment and environmental analysis. This is best illustrated in the annual environmental scan, which occurs in the fall of each year. At that time, all members of the College are invited to participate in a SWOT/Competitive Analysis. This input informs the integrated planning process, adding another layer of perspective, which can help alert College leadership to possible emerging factors.

In turn, these factors help inform strategic planning. Most recently, this feedback helped inform the development of the Guiding Principles and Themes outlined in the *Strategic Plan*.

Other examples of ways that the College has responded to emerging factors:

- The ongoing expansion of online and hybrid offerings – responding to technology, globalization, and the COVID-19 pandemic
- The development of badging and the recent partnership with Credential As You Go (<https://credentialasyougo.org/>)
- Membership in the Hispanic Association of Colleges and Universities (HACU)
- Partnership with Rize Education to offer industry-related majors (<https://www.rize.education/>)

This focus is also reflected in academic planning, as faculty have recently taken up the role of AI and its effect on educational outcomes. An initial Professional Development was offered by a member of the faculty and a proposed policy is currently being considered for implementation.

5.C.6: The institution implements its plans to systematically improve its operations and student outcomes.

The pursuit of continuous improvement lies at the heart of the Free Methodist movement, making it only right that Central Christian College of Kansas reflects that same spirit in its operational approach. As such, the College takes a methodical approach to enhancing its performance, drawing insights from experience and data to boost effectiveness. This commitment shines through in the College's strategic planning and assessment processes.

The Governance, Integrated Planning, and Assessment Manual provides a robust framework designed to align initiatives to strategic goals and ensure key metrics are regularly reviewed. As a result, CCCK can

nimbly respond to emerging needs and opportunities, as evidenced in the most recent update to the *Strategic Plan*.

Throughout this Assurance Argument, there is evidence of the College's analytical yet adaptive approach. CCKK has created a culture of continuous improvement by learning from experience, responding strategically to data, and keeping community needs at the center. While challenges inevitably arise, CCKK faces them with the resilience that comes from a foundation of systematic assessment and planning.

Examples include:

- 1A: Collaborative update to its vision statement.
- 1A: Implementation of a financial awareness program (INCEPTIA) in response to the enrollment profile and to promote decreases in the default rate.
- 1A: Annual revision of the Strategic Enrollment Management Plan in response to internal and external trends.
- 1B: Partnership in the Universal Transfer Agreement (Kansas Community Colleges)
- 1C: Joining the Hispanic Association of Colleges and Universities (HACU) in response to changes in the student profile.
- 2A: Updated Policies or Procedures in response to audit findings.
- 2A: Restoration of parity with Temporarily Restricted Funds.
- 2B: Ratification of a shared governance system to enhance collaborative engagement in the mission
- 2C: Modifications in Board Policy (Related-Party Loans)
- 2D: Implementation of CANVAS to enhance academic integrity and increase curricular consistency across all modalities.
- 3A: Use of collaborative review to initiate new programs or changes in existing programs
- 3A, 3C, 4A: Revision of processes to enhance curricular oversight (e.g. Course Design Approval, Faculty Credentialing) and outcome alignment.
- 3B: Expansion of foci on diverse populations and perspectives in individual coursework.
- 3C: Faculty hiring in alignment with need-based analysis
- 3C: Professional Development and training opportunities informed by student surveys, assessment data, and external regulatory needs.
- 3C, 3D: Collaboration with third-party partners to ensure that trained individuals provide quality and ethical services.
- 3D: The addition of new technologies and infrastructure (e.g., lecture capture, Zoom room, recording equipment, etc.) in response to the pandemic.
- 4A: Adjustment of the Triennial process, to Quadrennial in alignment with feedback and HLC review schedule.
- 4A: Development of an Integrated Planning, Assessment, and Governance Manual to synchronize assessment, planning, and programming, as well as ensuring a collaborative approach to mission alignment.
- 4B: Employment of data derived from annual and quadrennial assessment strategies to positively affect student learning.
- 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: Adjustments to fiscal management and CFI monitoring to inform fiscal management resulting in positive progress on CFI-related ratios.

- 5B, 5C: Modifications made to the SWOT analysis, and in turn the Strategic Plan, based on interactions with internal and external constituencies, and analysis of current data trends.
- 5C: Revision of the *Strategic Plan* and *SEMP* to clarify 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.
- 5A: Management of external income streams to increase financial resources to support its educational programs (e.g. closure of some unrelated business ventures, sale of a daycare center, capitalization of properties as rental income, etc.)

These serve as representative examples that the College implements its plans to systematically improve its operations and student outcomes.

Conclusion

Central Christian College of Kansas takes a strategic approach to improvement and growth. The College allocates resources intentionally, keeping its mission and priorities front of mind. Assessment of student learning and operational evaluation inform planning and budgeting, creating an integrated system. The planning process is comprehensive, encompassing the whole College and incorporating feedback from internal and external stakeholders. Plans are grounded in a realistic understanding of the College's current capacity and financial situation, including fluctuations in revenue sources and enrollment. The College collaboratively considers the influences of technological, demographic, global, economic, and political trends, systematically forecasting and implementing its plans to enhance operations and student outcomes.

5.S - Criterion 5 - Summary

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

Summary

Central Christian College has shown promising signs of increased viability and stability. Since its last accreditation review, the College has strengthened key financial ratios, built reserves, aligned temporarily restricted funds, improved financial oversight, implemented expert recommendations, and made progress on its underwater endowment. This intentional progress, guided by reasonable forecasts, indicates the College is well-positioned to move beyond enrollment declines associated with past OPM management.

As online enrollment stabilizes, the College is well-positioned to use its experience and expertise to achieve its ambitious yet attainable strategic goals. Its supportive Board, stable leadership, dedicated faculty and staff, clear Strategic Plan, and collaborative governance practices suggest the College is prepared to respond to current and future challenges and opportunities.

Appendix A: Embedded Report

Introduction

The Criteria and Core Components are informed by a set of practices that are assumed to be true for all institutions under the oversight of the Higher Learning Commission. These are considered to be matters of fact – practices that are nonnegotiable to the operations of the institution.

As an introduction to this *Embedded Report*, Central Christian College of Kansas provides the following brief review in order to validate compliance. Only those assumed practices associated with the themes of this report are included.

Assumed Practice 01

The institution is able to meet its current financial obligations

Liquidity Management

Central Christian College of Kansas is able to meet its current financial obligations. While this section of the response will look at several factors, a primary focus of this assumption is related to the liquidity of the Institution, which is an expression of the institution’s capacity to meet its cash and collateral obligations without incurring unacceptable losses. Adequate liquidity is the result of the institution’s ability to meet expected and unexpected cash flows without adversely affecting either daily operations or the financial condition of the institution.

Liquidity management has been a focus of the institution as one strategy to address lagging Composite Financial Ratio (CFI). The primary goal is to ensure the availability of cash or collateral to address needs at the appropriate time. This is largely done by strategically coordinating various fund sources. A significant aspect of this process is assessing needs in order to determine known needs and estimate needs based on what data is suggesting could be true.

Evidence of this strategic management is clearly authenticated by the oversight of the unrestricted assets realized through the sale of the day care center and the recent maturity of a charitable remaining unitrust left on behalf of the institution. Significant consideration was given to use the funds on any number of viable options, including the reduction of debt. However, after careful consideration of data related to online enrollment, it was decided to invest the funds in such a way that liquidity could be realized as cash flow slowed. A review of expendable net assets affirms this commitment (Table 01).

Table 01: Expendable Net Assets from 2018-2023

	2018	2019	2020	2021	2022	2023
Expendable Net Assets	\$(1,638,068)	\$(955,936)	\$(825,360)	\$1,080,243	\$1,667,086	

This was a prudent decision as the cessation of the Online Program Manager (OPM) contract caused an enrollment gap as the College has invested into its own marketing and enrollment processes. This

enrollment gap has hampered cash flow. However, with budgetary controls in place and the ability to draw from contingency funds, the College has been able to meet financial obligations, while also making targeted investments into its own infrastructure.

Accrued Payables

A review of accrued liabilities demonstrates that payables, passed on from one year to the next, have gone down (Table 02). Historically the College carried considerable payables, many of which were well past 90 days. This was a practice targeted by the former administration and further developed under the current administration, which has reduced the range of overdue accounts, with only the occasional outstanding invoice crossing over the 60-day threshold. A historical review of accounts payable that carry over from one fiscal year to the next demonstrates an intentional effort to manage cash flow and liabilities in keeping with the resources of the College.

Table 02: Total Accounts Payable (Year-to-Year)

	2018	2019	2020	2021	2022	2023
Summed Totals	\$1,061,486	\$1,368,303	\$1,053,794	\$724,568	\$620,139	

Debt Management

While liquidity management has remained a focus of fiscal oversight, debt management has also been a priority. The goal is to control debt in such a way as to minimize risk while maximizing the ability to meet financial objectives. This has included some refinancing (allowing for debt settlement), as well as altering the practice of minimizing current obligations by paying interest only. Table 03 below illustrates progress made over the last few years.

Table 03: Long-Term Debt and Total Liabilities from 2018-2023

	2018	2019	2020	2021	2022	2023
Long-Term Debt	\$8,380,533	\$8,333,908	\$8,315,725	\$7,242,981	\$6,847,262	
Total Liabilities	\$11,323,96	\$11,519,65	\$11,323,854	\$9,616,570	\$8,777,539	

As part of the Data Book maintained by the College (available in Core Component 5.B.), recognized ratios can be tracked¹, such as Debt Burden, Interest Burden, and Debt Service Coverage. Each provides insights into overall management of fiscal resources, informing debt management related strategies.

Related-Party Borrowing

In their findings, the Focused Visit Review Team asserted,

“Over the past decade and more, the College has accepted several loans from private individuals, some for special projects, and some for operations. Although the loans are accurately recorded on the financial books, and meet GAAP accounting rules, there does not exist a formal, written policy regarding private notes. Standardized practices are in place and administered. However, the team concludes that these practices need to be codified into a written document (approved by the Board) to guide future activities of this type.”

¹ “Ratio Analysis in Higher Education: Measuring Past Performance to Chart Future Direction,” developed by KPMG LLP and Prager, McCarthy & Sealy, LLC.

While this practice has not been used for some time, the topic was taken up by the Board in 2020 and a new policy was adopted and inserted into the Governance Manual. The policy reads:

“Unless otherwise provided for through Presidential Limitations or a Corporate Resolution, all loans with private individuals must first be approved by the Board. Loans extended from a member of the Board (related-party transaction) are permissible. However, the full Board must ensure the mitigation of any conflict of interest that such an arrangement might cause. At minimum, loans extended through a Board member, must first be reviewed and approved by a vote of the full Board (excluding the lender). This vote should include a review of the terms to confirm that the terms are reasonable and are at or below current market rates. If approved, the Board must ensure that the arrangement is disclosed on all required legal and regulatory documents (e.g. Form 990, annual Conflict of Interest statement, etc.).”

Disbursement of Funds (Federal)

In keeping with Federal expectations and in alignment with its HCM1 classification, the College is making timely disbursements of Title IV funds to students.

Assumed Practice 02

The institution has a prepared budget for the current year and the capacity to compare it with budgets and actual results of previous years.

Central Christian College of Kansas maintains a budget for the current year. This budget includes a historical accounting of past years, with actual revenue and expenditures as identified by the post-audit. This historical accounting is helpful by providing authentic feedback and trends that can be tested against future assumptions. In addition, the presence of this data provides the basis through which current budget considerations can be compared.

A copy of the budget, including actual results of previous years, is available in Core Component 5.B.

Assumed Practice 03

The institution has future financial projections addressing its long-term financial sustainability.

Central Christian College of Kansas maintains a budget and forecasting tool that allows consideration of long-term financial sustainability through the use of projective analysis. The budget includes a simple 3-5 year projection based on certain assumed parameters.

The COMP4cast tool provides an informed and more sophisticated overall financial projection. It provides College leadership with the ability to combine data on enrollment trends and other important factors such as expected discount rates and net tuition revenue. The model includes the ability to forecast overall enrollment in both the traditional and non-traditional markets, providing expected tuition revenue from all modes of program delivery. In addition, worksheets allow for comparison of current budget to actual revenue and expenditures, special projects, strategic initiative testing, capital and debt, balance sheet projections, and DOE/CFI projections.

A copy of the Budget (with projections) and the COMP4cast tool is available in Core Component 5.B.

Assumed Practice 04

The institution maintains effective systems for collecting, analyzing, and using institutional information.

As this relates to finances and enrollment, Central Christian College of Kansas utilizes a number of systems that equip leadership with the ability to collect, analyze, and use institutional information, as well as other sources of information that are helpful in enrollment and financial planning. These are explored further in Core Component 5.B., but include such tools as Comp4Cast (forecasting tool), five year budget projections, and an integrated budgeting process.

In addition, the use of Microsoft Great Plain Dynamics, a business accounting and enterprise resource planning (ERP) software package, allows for integration with other systems used by the College, assisting the Business Office in the collection and reporting of data. The College also participates in the Kansas Independent College Association data survey process, which provide comparative data from other private Kansas institutions.

Assumed Practice 05

The institution undergoes an external audit by a certified public accountant or a public audit agency that reports financial statements on the institution separately from any other related entity or parent corporation.

The Board of Trustees employs an independent auditing firm to provide an external audit. Currently, the Board has engaged CapinCrouse. This was a strategic decision as this firm has over 50 years of experience working with non-profit organizations, with a focus in higher education. CapinCrouse has been named an IPA 200 Firm by *INSIDE* Public Accounting (IPA) for seven consecutive years. This engagement has allowed the College to leverage the considerable experience of the firm. Copies of the audit are available in Core Component 5.B.

Embedded Responses

In their final review, the Team requested that the *Embedded Report* include some specific elements. These are listed below and will be expounded upon as an aspect of this response. *Copies of specific documents have been included in the Assurance Argument for reference.*

1. Financial statements for FY2020 (audited), FY2021 (audited), and FY2022 (audited, if possible).
2. Final budget and actuals for FY2020, FY2021, and FY2022. Revenue and expenses should also be reported separately by residential and online in so far as possible.
3. Three years of budget projections beyond FY2022. Revenue and expenses should be reported separately by residential and online in so far as possible.
4. The completed strategic finance plan.
5. Enrollment history through fall 2023 and three-year projections, reported separately by residential and online.
6. CCKK Foundation revenue and expenses through FY2022 as well as any board-adopted CCKK Foundation policies and recommendations, including written policies on loans from private individuals.
7. CFI trends between FY2019 and FY2022.

Financial Statements

Financial Statements for Fiscal Years 2018 – 2022 are embedded with this report². The following Table is provided to highlight key data points.

Table 04: Key Financial Indicators

	2018	2019	2020	2021	2022	2023
Total Revenues	\$13,714,102	\$13,364,034	\$12,287,558	\$10,459,302	\$10,623,371	
Total Expenses	\$15,029,694	\$12,797,681	\$12,026,235	\$10,860,468	\$10,938,654	
Results from Operations	\$(1,315,592)	\$566,353	\$261,323	\$(401,166)	\$(315,283)	
Debt	\$9,442,019	\$9,702,211	\$9,194,413	\$7,829,332	\$7,369,090	
Net Assets	\$5,055,793	\$6,281,275	\$7,644,618	\$9,321,052	\$8,693,815	
Unrestricted Net Assets	\$(1,658,750)	\$(1,143,686)	\$(981,578)	\$1,371,033	\$476,569	

Budget and Actuals

Final budget and actuals for FY2020, FY2021, and FY2022 are included in Core Component 5.B. Revenue and expenses are available by looking at Fund 01 (Residential) and Fund 02 (Online). The following Table (05) is provided to highlight key data points.

Table 05: Operating Activity Summary (with Budgeted and Actuals)

	FY2019	FY2020	FY2021	FY2022	FY2023	FY2024 (YTD-Dec)*
Budgeted Income	\$11,522,932	\$14,953,302	\$14,458,221	\$15,456,723	\$14,675,800	\$14,355,204
Actual Income	\$15,200,128	\$16,510,232	\$18,812,679	\$14,571,557	\$15,070,348	\$7,282,250
% Income to Budget	131.91%	110.41%	130.12%	94.27%	102.69%	50.73%
Budgeted Expense	\$11,604,088	\$10,295,774	\$14,798,298	\$15,464,505	\$14,612,236	\$14,330,878
Actual Expense	\$15,496,865	\$15,290,302	\$14,923,869	\$14,946,482	\$14,439,398	\$7,411,667
% Expense to Budget	134.00%	149.00%	100.85%	96.65%	98.82%	51.72%
Surplus (Deficit)	\$(296,736)	\$1,212,930	\$3,888,810	\$(374,925)	\$630,950	(\$129,417)

2024 Data illustrates the Annual Budgeted Amount & Spending to Date.

Budget Projections

The *Budget* provided in Core Component 5.B. contains budget projections for the next five years. Expense calculations are based on certain assumptions including fixed costs, COLA increases, average operating expense growth rate, and calculated averages using 2-3 years average of actuals. Income projections are based off worksheets designed to test enrollment assumptions, as well as numbers provided from the forecasting tool (COMP4cast). Revenue and expenses are separated in each fund. Fund 01 focuses on residential enrollment and general operations. Fund 02 records figures for online and non-traditional operations.

² At the time of finalizing this report, the 2023 audit was in its review process. Space was left on some tables/charts in case the audit was ready for the team to review.

Strategic Finance Plan

At this time, Central Christian College of Kansas does not maintain a separate *Strategic Finance Plan*, as strategic financial outcomes are already embedded in the current *Strategic Plan* (available in Core Component 5.B). This is a reflection of the integrated planning, budgeting, and assessment approach chosen by the College. Therefore, as campus leadership engaged the strategic planning, the influence of financial goals and outcomes were viewed as integral to the process as the College seeks to recognize economies of scale, increase levels of surpluses, and support the longevity of the College’s mission.

Enrollment History

Central Christian College of Kansas considers enrollment management as an essential element for achieving optimal outcomes for recruitment, retention, and persistence. Table 06 below, provides a summary of FTE for each classification used to define enrollment at CCKK.

Table 06: Full-Time Equivalency by Enrollment Classification

	2018	2019	2020	2021	2022	2023
Online	359.86	335.61	279.36	236.61	184.57	118.32
Residential	291.32	258.14	268.93	259.32	271.54	264.36
Graduate				16.00	34.00	16.00
Dual Credit	20.43	24.36	21.61	24.36	21.61	12.96
Total	671.61	618.11	569.89	536.29	511.71	411.64

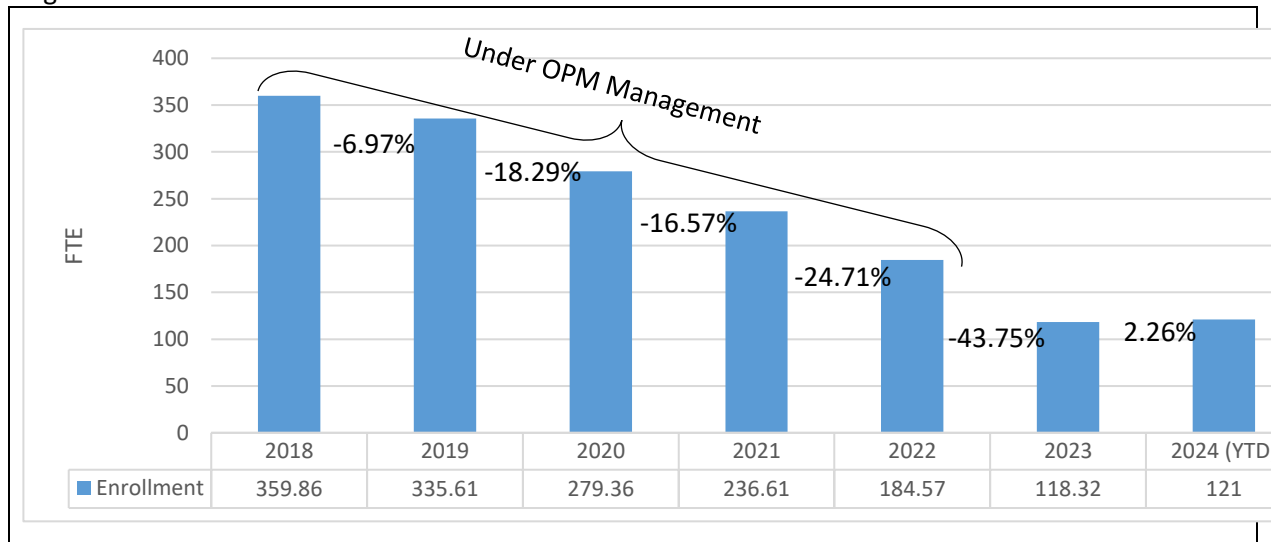
In addition to these credit hours, the College maintains a partnership with Acadeum, which allows the institution to “sell off” empty seats to other partnering institutions. Current plans are to expand this partnership and begin offering additional opportunities for homeschool and Christian school partnerships.

Graduate offerings are a new endeavor for the College with one graduate program in Strategic Leadership. Presently, the program has two starts a year. Current enrollment is at 17. Since the beginning of the program, which first launched in May 2021, thirty-three (33) students have completed the program.

While residential enrollment has remained fairly stable over the past five years, it is the decline in online enrollment that has been the primary concern of the College. As can be seen in the Figure 01 below, the College has realized a regular and consistent decrease in online enrollment for some time.

This decline was occurring while the online program was under the management of an OPM, which was not scheduled to end until 2025. However, the College President, concerned with the lack of performance, began a series of dialogues to determine a viable end to the OPM contract, prior to its scheduled term. Over time, a reasonable solution was negotiated and the College was able to break away from the OPM in January of 2023. Figure 01 illustrates the rate of decline under the OPM agreement.

Figure 01: Historical Online FTE



The dissolution of the agreement, which occurred rather quickly, provided limited time for the College to launch a marketing strategy and modify internal operations, partially explains the significant decrease between 2022 and 2023. The buyout also sheds some light on some of the current cash flow concerns, as it was an unplanned outlay of capital, but considered a strategic decision to address enrollment, which in turn could have a long-term positive effect on cash flow.

Since taking on full oversight of the online program, the College has strategically consolidated resources, allocated personnel, and formed new marketing agreements to promote the online program. Marketing was the most pressing initiative and took time to implement. While adjustments continue to be considered, as new data is analyzed, the College has been able to curtail the rate of decline. Current FTE sits at 121, which is a 2% increase since the fall census. This is the first time the trend line has turned positive since 2017.

Currently, the College is heavily investing in marketing to help build brand. This is in keeping with data that suggests growing online programs have significant investment in marketing initiatives. Recently, the College has initiated a relationship to specifically target social media strategies. Analytics suggest that strategies such as targeted campaigns through a range of integrated digital and traditional advertising, updated website design focused on user experience and search engine optimization (SEO), and a fully integrated social media strategy centered on both brand and program-specific campaigns, including the possible use of social media influencers, may be viable options to increase online enrollment.

While online enrollment remains a primary point of ongoing assessment and analysis, the College remains vigilant in assessing residential trends and investing into workable strategies in order to set ambitious, yet attainable, goals. The Strategic Enrollment & Management Plan (SEMP) is updated annually, as data and trends are assessed and used to inform operations. A copy of the SEMP is available in sub-component 5.B.2.

Historically, in alignment with its affiliation and vision, the enrollment profile at CCKK represents a significant number of students who are experiencing financial hardship. For a small, non-profit, tuition-driven institution, dedicated to providing access and opportunities, the College is no stranger to

economic challenges. At the same time, understanding its capacity, the College creatively navigates its fiscal posture.

Recognizing the trend that residential enrollment has settled at a range of 260 to 275 and online has seen year-over-year decreases in enrollment, the Board asked for a revised SEMP that would specifically address the College's plan to utilize the small window of opportunity, prior to the predicted enrollment cliff, to increase enrollment. Following this request, the President established a Task Force, which included a number of working groups, was "designed to bring together the campus community to propose strategic recommendations and initiatives to inform and sustain the durability of the College and its mission, both for the immediate future and the next 140 years."

The outcome of this process has resulted in an updated *Strategic Plan* and *Strategic Enrollment & Management Plan*. Both of which are available in sub-component 5.B.2.

Foundation

As identified by the Review Team, "the newly established Foundation can be of great assistance, but a report of achieved revenues would be beneficial." Foundation related revenues and expenditures are readily available through audit reports available in Core Component 5.B.

For the past few years, the Foundation has managed Advancement strategies. This has recently transitioned back to the College, with the Foundation maintaining oversight of endowment management and the recently launched Capital Campaign.

Some of the work accomplished by the partnership between the College and the Foundation include:

- Annual Fund: The Executive Director of the Foundation has pursued strategies to increase the number of donors associated with the President's Circle. This group commits to donate a minimum of \$1,200/year to the annual fund. In addition, the Foundation has provided oversight to the annual Business Drive, which has seen an increase in giving over the last several years.
- Capital Projects (Deferred Maintenance): The south gym floor was replaced through a generous gift from a former board member and friend of the College. Along with an insurance settlement, this gift allowed the completion of this project along with other amenities such as new chairs, bleacher repair, scoreboard, scorer's table, volleyball system, and a floor covering. A new road was added to the south side of campus, expanding emergency access and wayfaring. The donation needed to make this happen was completed by members of the Foundation. The Foundation was instrumental in assisting the College in raising funds and overseeing the establishment of a Wrestling Center.
- Maturing Estates: The Executive Director of the Foundation has played a crucial role in the management of a number of maturing estates. This included a significant charitable reminder unitrust realized in 2023.
- Management of single member LLC's: While most of the LLC initiatives have been dissolved, two remain. These include Heartbeat Coffee and CCK Holdings.

Foundation Policies

In its Final Report, the Focused Visit Team asserted:

"...the Foundation is lacking important written policies and procedures, including a gift acceptance policy, investment/endowment policy, and a spending policy."

This statement, at least in part, was true. However, it should not be misconstrued that these policies were absent from the College. Prior to the Foundation finalizing its own governance manual, these

policies existed as a part of the *Governance Manual* maintained by the Board of Trustees. In due time, these were transferred over to the Policies and Procedures Manual maintained by the Foundation, as well as the addition of new policies.

A copy of the Foundation Policies and Procedures Manual can be found in sub-component 5.B.4.

In addition, the Team indicated,

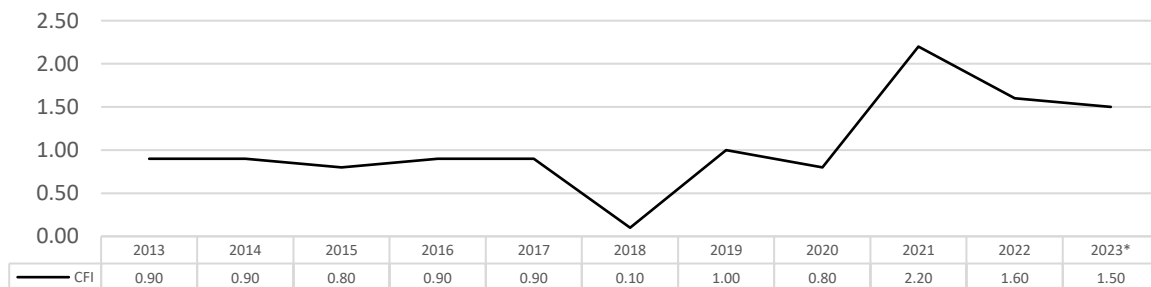
“...a report of achieved revenues would be beneficial, along with information on the proposed spending rate of monthly endowment fund earnings. The team believes that these practices should be reviewed and codified into written documents in support of Foundation activities. These policies would help evaluate the effectiveness of the Foundation and provide a means for forecasting.”

Recognizing the underwater condition of the endowment, the President of the College and the Foundation Board enforced policy to curtail all underwater endowment earning disbursements until the endowment reaches parity. The Investment Committee of the Foundation Board oversees the endowment portfolio, ensuring that any proceeds are reinvested back into the portfolio. In addition, investment strategies and spending rates are now reviewed regularly by an Investment Committee of the Foundation Board.

CFI Ratios

Historically, the College has experienced a high level of CFI volatility between 2000 until 2013, whereupon CFI scores stabilized significantly for some time (Figure 02). However, while the ratio stabilized, the score continued to be under the 1.00 benchmark (2013-2019).

Figure 02: Historical CFI Scores using USDE computations.

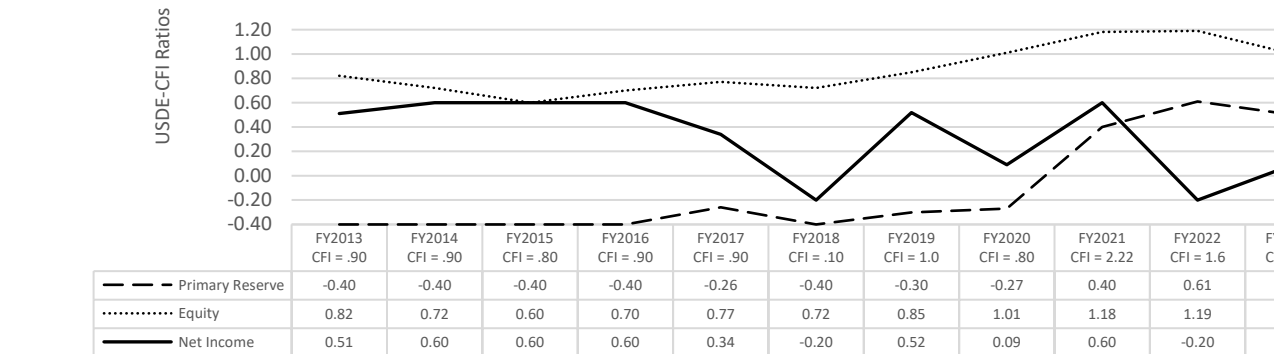


*2023 ratios are only estimates.

The former administration invested much time and effort educating members of the institution and the Board about CFI and the factors that influence the ratios. That level of attention and the in-depth nature of how the College studied the CFI helped influence approaches taken within the new administration. Since that time, improvements to the CFI have been realized.

The discrete calculations are illustrated in Figure 03, which demonstrates that the most significant improvements are related to the Primary Reserve Ratio and the Equity Ratio. The enrollment driven nature of the institution partially explains the volatility in the Net Income Ratio.

Figure 03: Discrete ratio calculations utilizing the USDE computations.



*2023 ratios are only estimates.

Financial Benchmarking with KPMG-CFI

As the CFI serves as an indicator, calling attention to the possibility of concerns and constraints represented in the College’s financial management, the KPMG-CFI provides greater specificity that can be used to assess and more closely monitor progress. While the College tracks the CFI used by the Higher Learning Commission, the College also relies on the calculations, ratios, benchmarks, and standards articulated in the seventh edition of the *Strategic Financial Analysis for Higher Education* (KPMG; Prager, Sealy & Co., LLC; and ATTAIN).

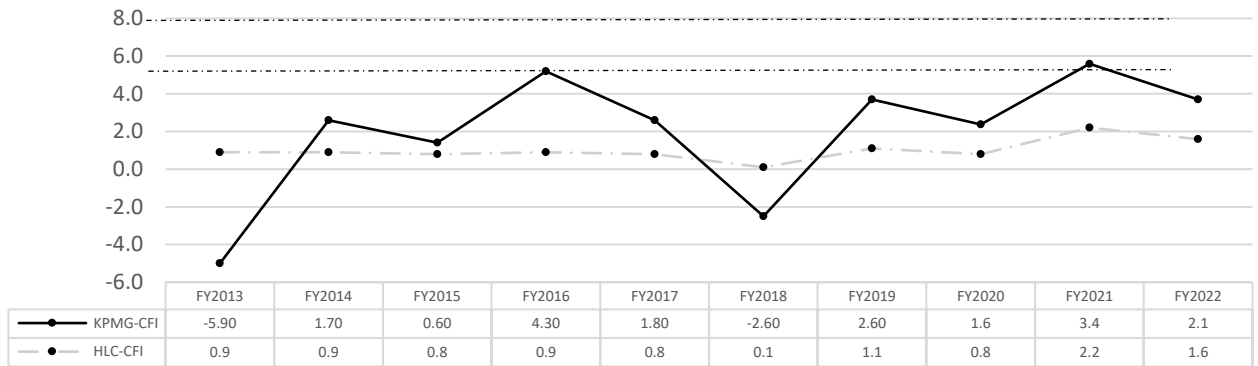
At its core, the KPMG-CFI seeks to address four fundamental measures of financial health, including:

- Primary Reserve: Measures the level of financial flexibility
- Return on Net Revenue: Measures overall asset return and performance
- Net Operating Revenue: Measures operating performance
- Viability Ratio: Measures the capacity of current resources to cover debt.

Each ratio, including some corollary ratios, seeks to address each of these questions. In turn, the four ratios combined provide an overall CFI, which can be used as a single measure of overall financial well-being. Unlike the CFI used by HLC, the KPMG-CFI, and its associated calculations provides greater levels of specificity and therefore greater relevance to the purpose of this report. This is best illustrated in Figure 04 below.

As can be seen, the CFI used by HLC displays little variance, suppressing changes occurring at the micro level. In contrast, the KPMG-CFI provides a more emblematic representation of what is occurring within the Institution. Therefore, the remainder of this report will focus on the data derived through KPMG calculations.

Figure 04: Historical Side-by-Side Comparison of KPMG-CFI & CFI as used by the Higher Learning Commission



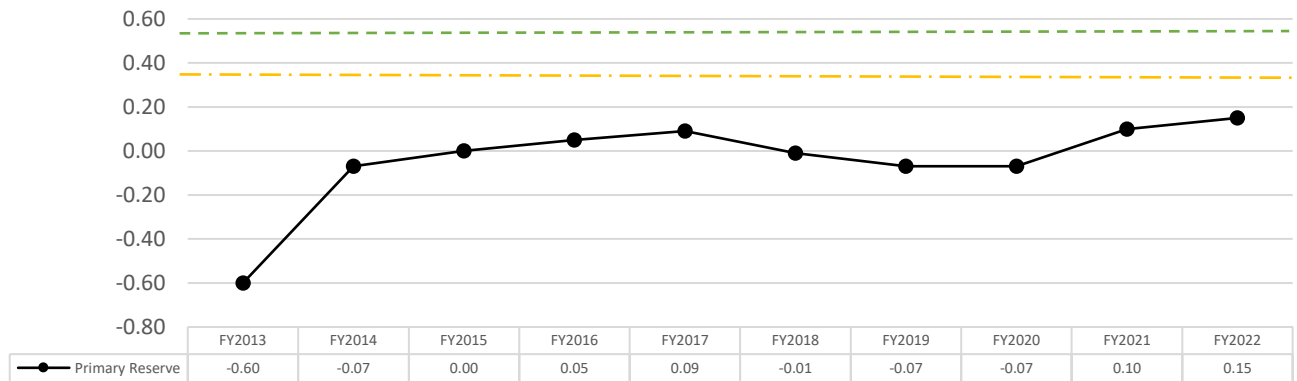
Desired Benchmark ≥ 5 (Watch Level ≤ 5)

As illustrated in Figure 05, the College is demonstrating ongoing improvements. While the overall score has just begun to approach the minimum benchmark the College has set for itself, it is meaningful to recognize that progress is occurring. What follows is a more in-depth analysis of each ratio and the factors that inform them.

Primary Reserve Ratio (KPMG)

The Primary Reserve Ratio provides insight into the financial flexibility of the College with a specific focus on how long the Institution could function if current operational net assets were insufficient and reserves were needed to support operations.

Figure 05: Primary Reserve Ratio for Fiscal Year 2009 through Fiscal Year 2022.



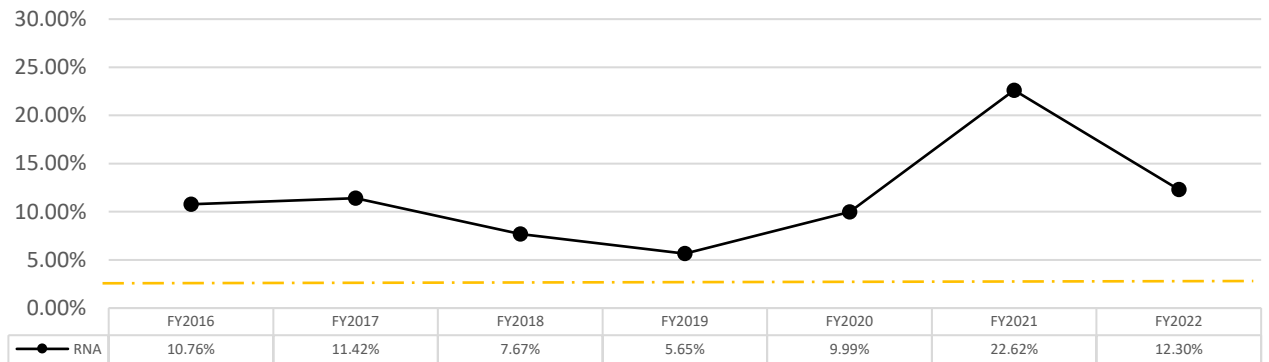
Desired Benchmark $\geq .50$ (Watch Level between $.50$ & $.30$)

Currently, this ratio is a key point of attention for the College, not so much because of its potential to positively affect the CFI, but because of the underlying principle it represents. A ratio of $.40$ is about equal to the amount of reserves needed to cover approximately one residential semester. Ratios below that benchmark have far less operating flexibility.

Return on Total Net Assets (KPMG)

The Return on Total Net Assets Ratio measures total economic return. It provides insight into the ability that an institution can generate a return on net assets that allows for capital reinvestment and sustainability. The recommended benchmark is >3% (3-Year Rolling Average).

Figure 06: Return on Net Assets – 3-Year Rolling Average

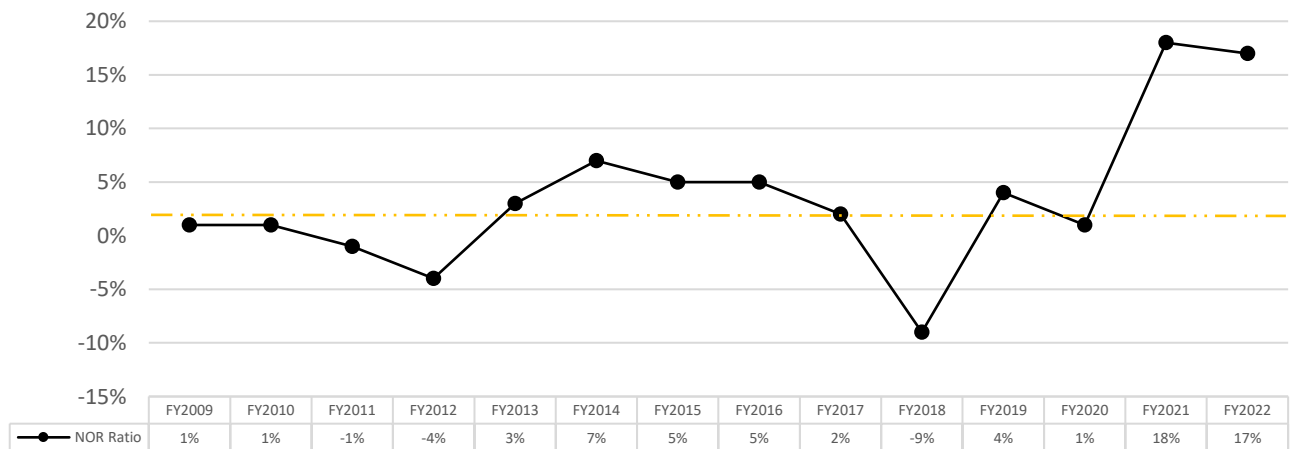


Desired Benchmark \geq 3% (3-Year Rolling Average)

Net Operating Revenues Ratio (KPMG)

The Net Operating Revenues Ratio (NOR) is a primary indicator that illustrates the affect that operating surplus has on the other primary ratios. A significant surplus (or deficit) will impact net assets, thereby also influencing the Primary Reserve, Return on Net Assets and Viability ratios.

Figure 07: Net Operating Revenues Ratio for Fiscal Year 2009 through Fiscal Year 2022.



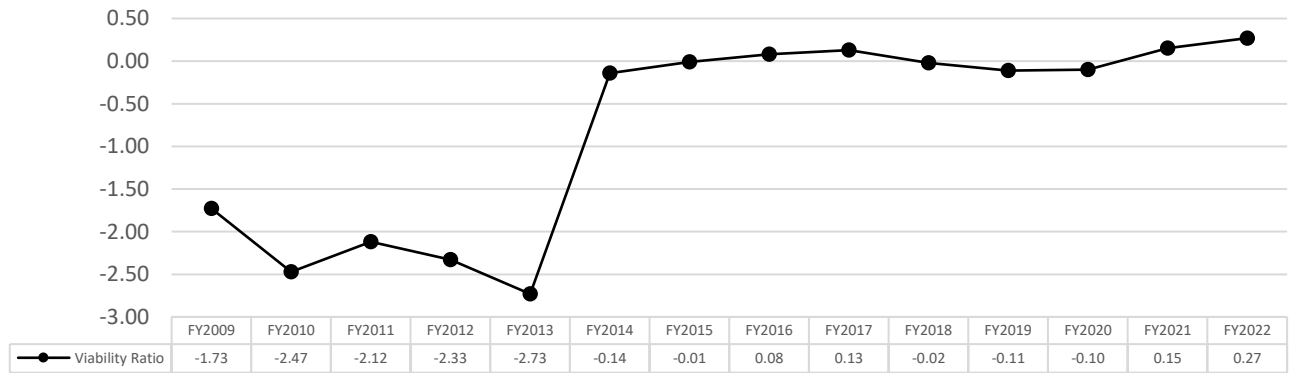
Desired Benchmark at \geq 3% (Watch Level \leq 2%)

Viability Ratio (KPMG)

The Viability Ratio provides insight into the College’s ability to utilize expendable net assets to cover the current level of debt. This ratio, along with the calculations that help inform it, help illuminate how debt is being managed by fiscal resources, which is often (sometimes mistakenly) identified as a core culprit of a lagging CFI.

The goal is to maintain a 1:1 ratio (or greater), which would provide greater operating flexibility. Historically, the College has learned to function with such disparity. Longitudinal data, reaching back to FY2000 demonstrates that this ratio was as low as -3.51 (FY2003). The improvement in the viability ratio (Figure 08) is a good sign, especially in light of correlating improvements in the Primary Reserve Ratio.

Figure 08: Viability Ratio Fiscal Year for 2009 through Fiscal Year 2022.



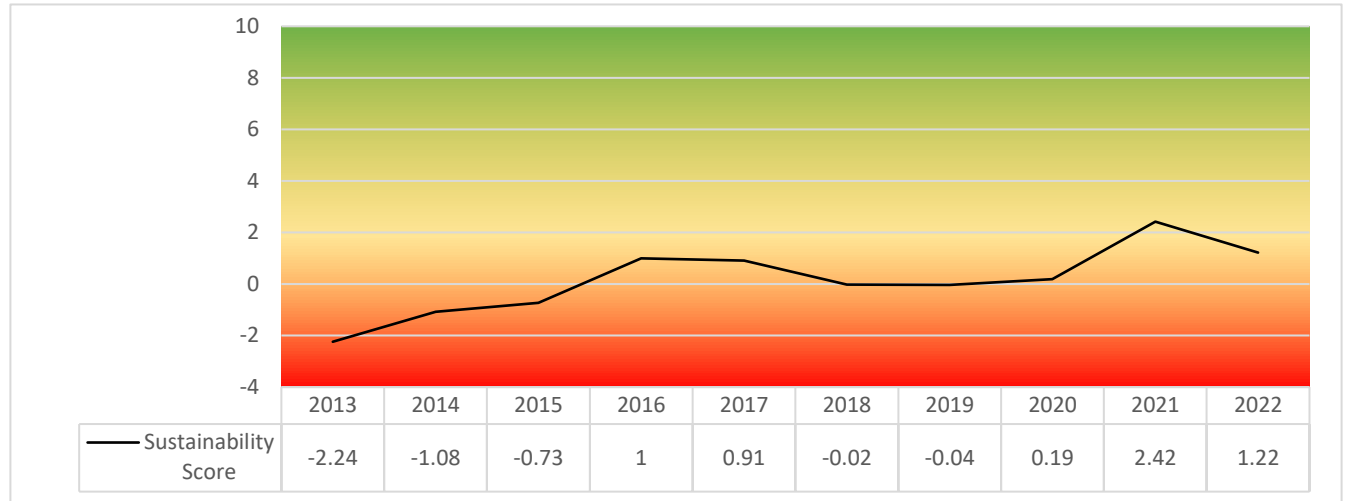
Conclusion

Properly applied, CFI serves as an indicator, providing a clue that further investigation is warranted. As such, the College clearly has deserved the attention and scrutiny associated with CFI scores “Below the Zone.” The key question is whether the College has taken strategic action to address the issues, and is there evidence supporting that these actions are demonstrating improvements.

The College suggests that the evidence provided herein, and within the 2024 Assurance Argument, supports that the College has demonstrated intentional and effective engagement of the key variables that affect the Composite Ratios. Historically, the College has demonstrated a tenacious ability to manage its resources, ensuring the survival of its mission, while at the same time seeking greater and greater levels of fiscal strength and dexterity. The enhancements made since 2020 substantiate that the College is aware of the issues and forces affecting its ability to support its mission and purpose, and it has plans and the capacity in place to address these issues.

Sustainability scores, calculated over the past ten years, affirm strategic improvements and that informed responsibility is helping the College safeguard its mission through specific attention on its margin (Figure 09).

Figure 09: KPMG-CFI Scoring Scale, Three-Year Rolling Average



At the same time, the College is cognizant that further progress is not just warranted, but in light of market trends and economic challenges, mandatory to sustain both mission and margin. While the College remains proud of the work it has accomplished, its Leadership remains diligent in its pursuit to ensure ongoing sustainability. This is especially true in relation to ratios measuring cash flow and net tuition revenue, which are primary targets of the revised *Strategic Plan*.

Appendix B

The following sources were provided as evidence of compliance. Requests to view this evidence may be done through the Office of the President. .

1.A. Sources

- 2023 Niche Report
- 2023-2024 Catalog (pp. 5, 83, 86, 91, 113)
- 2023-24 Preliminary Data Book (page number 31)
- 2025 Strategic Plan (page number 6)
- About Website
- Admissions Community Sheet
- Admissions Materials
- AFMEI Approval
- AFMEI Yearbook
- Annual Review of Strategic Plan
- Athletic Department Handbook (page number 24)
- Athletics Rack Card
- Board Minutes 2010.pdf
- Briner Academic Center
- Campus Community Expectations
- Code of Character
- Code of Conduct - SPE
- College Raptor Report
- CORE4 Online Screenshots
- Elevate Brochure
- Ethnicity Rating
- Ferrell Dissertation
- Foundation Rack Card
- Free Methodist Affiliation
- Governance Manual - 2023 Edition (page number 5)
- HLC Team Report - 2018 (page number 10)
- INCEPTIA
- Integrated Planning and Governance Manual (pp. 6, 45)
- Mental Health Web Page
- Ministry and Theology Rack Card
- Mission Documentation
- Mission Variations
- Moribus Paper
- Natural Science Rack Card
- October 2022 Board Minutes - affirming vision
- Orleans Catalog
- Policy and Procedure Manual (pp. 12,13,23)

- Preview Day
- Program Guide
- Program List
- SAS Community Expectations
- SEMP - 2024 (page number 13)
- SGS Web Page
- SPE Code of Character
- SPE Open House
- Student Handbook (page number 5)
- Support Services
- Syllabus Templates
- Titan App - Mental Health Alert.pdf
- US News
- US News - Social Mobility
- Virtual Care flyer.pdf
- Vision Update - All Staff.pdf
- Workshop Documents

1.B. Sources

- 2023 Legislative Awards - Presidents
- Alumni Choirs
- Annual Housing Conference.pdf
- Baseball Camp.pdf
- BG Products (2019, 2023)
- Blood Drive.pdf
- Board Governance Manual Revision - Ownership
- Board Minutes - Owner Interaction
- Book of Discipline
- BoT Minutes 2023-05-05
- Business Drive Spring 2023
- Career fair
- Catalog (page number 7)
- Central Opens New Disc Golf Course - Central Christian College of Kansas
- Central Signs Universal Transfer Agreement
- Champions of Character
- Chaney (2022, 2023)
- Chaney Music (2018, 2020, 2021, 2023)
- College Based Paras
- Community Jazz
- Cosi Fan Tutte - Opera

- DoCarmo
- Economic Impact Study 2022
- Fine Arts
- Fitness Court
- FM Way
- Food Drive
- Foundation MOU
- General McPherson - Woodworth Event
- Industry Days
- Inman 365 Concert Service
- Integrated Planning and Governance Manual (pp. 15, 46)
- KICA Membership
- Mens Soccer Service
- Operation Christmas Child.pdf
- Park
- Risk Management
- Roosevelt.pdf
- Science Camp
- Sheriff Dept using Wrestling Center
- Stakeholder Owner Tracker
- Stakeholders Gatherings
- Train Press Release
- United NOW worship
- Wheat State Choir Festival Program
- Youth Rally

1.C. Sources

- Chapel Schedule (2021-2022, 2022-2023, 2023-2024)
- 2023-24 Preliminary Data Book (pp 2, 6, 39)
- 2025 Strategic Plan
- Asian Pacific American Heritage Month
- Black History Month
- Catalog (pp 8, 10, 80, 87)
- Chapel access through Soundcloud
- Christmas Fiesta
- Complaints (Harassment Disrespectful Behavior Discrimination)
- Core Heart Outcomes
- Data Book Outcomes
- Diversity Action Plan

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- Diversity Job Postings
- Diversity Ranking.pdf
- Diversity Scale
- Diversity Top 10
- Diversity Week
- DS Approval Letter
- Engage (2021, 2022, 2023)
- Faculty Handbook - 23-24 (page number 42)
- Flag Display
- Free Methodist
- General Ed - Core Heart
- Governance Manual - 2023 Edition.pdf (page number 5)
- HACU
- Hispanic Heritage Month
- Inman 365 Concert Service
- Integrated Planning and Governance Manual (page number 46)
- McPherson County Stats
- Mens Soccer Service
- MLK Forum
- MSA Shirt
- National Womens History Month
- Native American Heritage Month
- NSSE Snapshot
- Policy and Procedure Manual.pdf (page number 44)
- Regional Diversity Comparisons
- Shukutoku University
- Student Handbook (page number 54)
- Task Force Response (pp 7, 8)
- YouTube Chapel Access
- Audit Response Document
- Audit Status - Coulter Letter
- Board Minutes
- Board Minutes - October 2010
- Board Minutes - VISION 2022-10-07 (page number 2)
- Board Minutes 2019-05-03 (page number 2)
- Board Minutes 2020-05-01 (pp. 2, 3)
- Board Minutes 2021-10-01 (page number 5)
- Board Minutes 2021-4-30 (pp. 4, 5)
- Board Minutes 2022-05-06 (page number 6)
- BoT Minutes 2023-05-05 (pp. 2, 6)
- Catalog (pp 3, 5, 80)
- CCKK 2021 MCL Final (page number 4)
- CCKK 2021 UG Report Final (page number 58)
- CCKK 2022 MCL Final
- CCKK Foundation MOU 2022 - Approved
- CCKK Management Letter 2020 Final
- CCKK SFA Audit 2020 Final (page number 55)
- Central Christian Col of Kansas-Final Report (page number 5)
- College Council Minutes 2023-04-12 (page number 3)
- College Council Minutes 2023-10-11 (pp. 1, 2)
- College Council Minutes 2023-10-11 (page number 2)
- Complaint Ledger.pdf
- Complaint Tracker.pdf
- Consumer Information
- Controls over Cash Disbursements and Payroll Processes
- Controls over Contribution and Tuition Receiving
- Data Book 22-23 (page number 33)
- DJA Contract
- DOD Letter - 2023
- EADA Completion Certificates
- EADA Report (2020, 2021, 2022, 2023)
- Employee Benefits Committee Minutes
- Endowment Spending Policy
- Executive Team Minutes - VISION 2022-06-08
- Faculty Handbook - 23-24
- Finance and Audit Minutes 2022-07-27
- Finance Committee
- FISAP (2018, 2019, 2020, 2021, 2022, 2023)
- FISAP Report
- FOUNDATION - Disbursement Policy - FINAL
- FOUNDATION - Gift-acceptance-policy
- FOUNDATION - Investment Spending
- FOUNDATION - Naming Policy
- FOUNDATION - Whistleblower Policy
- Foundation Manual
- GLBA Report - 2023-05
- GLBA Report - 2023-10
- Governance Manual - 2023 Edition (pp. 6, 31)
- Integrated Planning and Governance Manual (pp 19, 20, 21, 27)
- Integrated Planning and Governance Manual (page number 19)
- Monitoring Report – (2019-10, 2020-10, 2021-10, 2022-10, 2023-10)
- Organizational Chart - Document Assignments
- PD Modules 22-23 and 23-24
- Policy and Procedure Manual (pp. 23, 26, 30, 31, 32, 39, 43, 61, 63, 89, 134, 156)
- Presidential Monitoring Report
- Segregation of Duties
- Staff Complaint Process
- Staff Resources Page
- Strategic Planning Notes
- Student Complaint Process
- Student Handbook.23-24 (page number 54)
- Student Verification
- Student Verification - CANVAS
- Syllabi Template - Policies
- Title IX Audit
- Title IX Flyer
- Title IX Vector Trainings
- Updated CCKK 2022 UG Report (page number 55)
- VA Audit Letter
- Vector Trainings

2.A. Sources

- 2019 Comments and Recommendations Final
- 2019 MOU between CCKK and Foundation
- 2021 MOU
- 2022 Fall Workshop - VISION (page number 4)
- 2023-24 Preliminary Data Book (page number 34)
- 21-22 Workshop Booklet (page number 6)
- 22-23 Workshop Booklet (page number 8)
- 23-24 Workshop Booklet (page number 6)
- Athletic Department Handbook - 2023-2024.pdf
- Audit Response 2019

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2.B. Sources

- 2023-24 Preliminary Data Book (page number 6)
- Academic Policies
- Admissions Requirements
- Brand Identity Guidelines
- Brand Identity Style Guide
- Catalog (pp. 5, 26, 33, 40, 76, 83, 91, 112, 201)
- Catalog Access
- Consumer Information
- Costs and Financial Aid Policies
- Data Book - Outcomes
- DOD Letter - 2023
- Governance Manual - 2023 Edition (page number 5)
- Instructor Credentials
- Integrated Planning, Assessment, and Governance Manual
- Lifeway Assessment
- Marketing Materials
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- Approval Forms
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- Form A01
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- 2025 Strategic Plan
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- AD03 - BS (page number 3)
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- Curriculum Maps
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- Form A01
- Form A02
- Form A03
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- Clark Report
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- Data Book
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- Departmental Data Sheets
- Engagement PD
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- 2023-02-21 Staff Council Minutes
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 - All School Day
 - Alumni Survey 2021
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 - April 12 2023 CSA Meeting Minutes
 - April 19 2023 CSA Meeting Minutes
 - April 5 2023 CSA Meeting Minutes
 - August 23 2023 CSA Meeting Minutes
 - Board Limitation - Staff and Faculty Relations
 - Board Meeting Consent Documents
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 - College Council and Affairs Committees Minutes (pp 2, 5, 6, 8, 9)
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 - Drug Testing Policy - All Athletics Council Minutes
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 - NSSE Multi-Year Report
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 - 2024-2025 Budget Shell
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- Board Report 2023-12-01
- Board Report 2023-12-08
- Board Report 2023-12-22
- BOT Minutes with signature page 2023-10-06 (page number 4)
- Briner Academic Center Modification
- Budget Proposal - BOT 2023-24
- CAC report
- ChatGPT
- College Council Minutes -2023-04-12
- College Council Minutes only 2022-09-14
- COMP4cast 2022-2023 (pp 9, 24)
- Data Book - Unpublished CFI Tracking (page number 2)
- Drug Testing Modifications
- Emergency Response Plan - 2023
- Finance Committee Minutes
- Financial Reports
- Firsthand Friday
- Governance Manual - 2023 Edition (page number 5)
- Governance Manual - Reader Feedback
- Governance Manual Ratification
- Governance Structure
- HACU
- Integrated Planning and Governance Manual (pp 54, 56, 57)
- KICA - Example of listserv messages
- Monitoring Reports
- Monthly Board Reports
- Policy and Procedure Manual (pp 39, 43, 45, 49, 58, 142)
- SEMP (2019, 2021, 2022, 2024)
- Staff Council Minutes 2022-08-16
- Staff Council Minutes 2022-10-25
- Staff Council Minutes 2023-02-21
- Staff Council Minutes 2023-05-23
- Staff Council Minutes 2023-10-27
- Strategic Plan - Review.pdf
- Table of Contents - Policy and Procedure Manual
- Task Force Announcement
- Task Force Response
- Workshop Feedback

5.C. Sources

- 2023 Strategic Analysis
- 2023-24 Budget to Board with Guardrails 10-1-2023
- 2023-24 Preliminary Data Book (pp 29, 32, 36)
- 2025 Strategic Plan (pp 5, 9, 10)
- Affiliations List
- AI Policy SP 23 5.9.23 Faculty Senate
- Apogee - Network Assessment
- Apogee_IT_Assessment
- Board Report 2023-10-20
- Board Report 2023-10-27
- Board Report 2023-11-03
- Board Report 2023-11-10

