

Central Christian College of Kansas

HLC ID 1272

STANDARD PATHWAY: Mid-Cycle Review

Visit Date: 2/12/2018

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Context and Nature of Review

Visit Date

2/12/2018

Mid-Cycle Reviews include:

- The Year 4 Review in the Open and Standard Pathways
- The Biennial Review for Applying institutions

Reaffirmation Reviews include:

- The Year 10 Review in the Open and Standard Pathways
- The Review for Initial Candidacy for Applying institutions
- The Review for Initial Accreditation for Applying institutions
- The Year 4 Review for Standard Pathway institutions that are in their first accreditation cycle after attaining initial accreditation

Scope of Review

- Reaffirmation Review
- Federal Compliance
- On-site Visit
- Multi-Campus Visit (if applicable)

There are no forms assigned.

Institutional Context

Central Christian College of Kansas is affiliated with the Free Methodist Church of North America. The institution was founded in 1884 in Orleans, Nebraska originating from the Orleans Seminary. Now housed in McPherson, Kansas after purchasing a former campus of Walden College in 1914, the institution has operated in its current site for the past 100 years. With its current mission of providing a “Christ-Centered education for character” focusing on “fit hearts, fit minds, fit souls, and fit bodies,” Central Christian College of Kansas offers associate and baccalaureate degree programs in the liberal arts, business, teacher education, criminal justice, aviation, music and others. They also offer online programs in criminal justice, business administration, healthcare administration, organizational leadership and psychology.

The institution has had continued financial and enrollment constraints that have been under review since the last decennial visit. The institution has taken an approach to grow enrollment through a focus on athletic programs. In addition, they have undergone significant improvements in strategic planning, assessment, and budgeting processes. This has included additional staffing in financial aid and student support services.

Interactions with Constituencies

Administrative Assistant to the President

Administrative Assistant to the Provost
Advancement Administrative Assistant
Assistant Director of Financial Aid
Assistant Registrar
Associate Dean, School of Professional Education
Athletic Director
Bursar/Floater
Business Operations - School of Professional Education
Chair, Business
Chair, Communication Arts
Chair, General Education (also faculty member)
Chair, Ministry and Theology
Chair, Music Department
Chair, Natural Science/Math
Chair, Professional Development
Chair, Social Science
Chair, Sport Science and Health
Chair, Teacher Education
Controller
Director of Advancement and Alumni Relations
Director of Central Work Program
Director of Dual Credit
Director of Enrollment, School of Professional and Distance Education
Director of Facilities (outsourced)
Director of International Student Programs
Director of IT
Director of Marketing
Director of Residence Life
Director of Student Success Services
Enrollment Manager
Faculty member, Business/Sport Science
Faculty member, Sport Science
Faculty member, Ministry and Theology
Faculty member, Natural Science/Math
Former Spiritual Formation Director
Golf Coach and Sport Management Instructor
Human Resources Coordinator
Instructor, Business
Instructor, Music
Library Director
Major Gift Officer
Music Faculty-Choral and Vocal
Network Technician
Office Manager
President
Provost/Office of Institutional Effectiveness
Registrar
Student Success Services Director
Trustees (4)
Vice President for Advancement

Vice President of Enrollment

Vice President of Finance

Community drop in session - 15 community members (5 CCKK)

Faculty drop in session - 23 faculty (including 2 online)

Student drop in session- 27 students

Open Forum - 25 attendees

Additional Documents

- 2017 Marketing Scorecard
- Marketing Steps
- Marketing Focus
- Strategic Planning and Oversight Committee Minutes October 16, 2017
- Athletic Team Goals
- Two promissory notes regarding loans made by Board member in 2013 and 2014
- Fiscal Year 2016 Management letter from Auditor
- Board of Trustees Minutes and Notes on Restricted Funds Use
- Form 990 2014, 2015, 2016

1 - Mission

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

1.A - Core Component 1.A

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

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

Rating

Met

Evidence

The mission of Central Christian College of Kansas (CCKK) was approved by the Board of Trustees in 2010, as evidenced by Board minutes, and was reaffirmed in 2016, as evidenced by the Strategic Plan. The mission to provide a Christ-centered Education for Character reflects both the historic commitment of the institution to provide education in character, as evidenced by the College motto, and the collective input of the campus community, gathered through a series of open strategic planning sessions. The Criterion 1 Team Chair confirmed in a campus meeting that broad campus awareness of mission was evident during preparation of the Assurance Argument. Comments by faculty and staff in multiple meetings provided further supporting evidence. The Information Survey (addendum) conducted by the President also demonstrates campus awareness and support of the mission.

The Strategic Plan provides evidence of the centrality of mission to all institutional operations, including academic programs, student support services, and enrollment. The Fit Four mission outcomes are foundational for the General Education Framework, as articulated in the Catalog, and for the Institutional Assessment Plan. The Support Services document evidences mission alignment for co-curricular programming and support services. As described in the Catalog, the Success Center (Center for Academic Excellence and Enrichment) further evidences mission alignment. The enrollment profile results from a comprehensive and concerted effort to articulate mission values and priorities to all prospective student populations. Adherence to mission values is also demonstrated by student affirmation of the Community Expectations Covenant and the Code of Character. The Vice President for Enrollment and the Athletic Director each confirmed that prospective students are informed of the mission and the Covenant during the recruitment process. The Athletic Director noted that one coach had not been as forthright in conveying these expectations as desired, and that this

issue has been addressed. In the drop-in session, students commented that they were very aware of, and supportive of, the mission and the Covenant.

The Strategic Plan demonstrates that planning and budgeting priorities align with the mission. The Annual Review includes an annual strategic plan update to track alignment in these areas. Alignment is also evident at the academic program level through Triennial Assessment standards that require academic departments to demonstrate alignment between mission and program design, planning/budgeting, and promotional materials. Additional evidence of mission alignment is discussed in Criterion 5C.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.B - Core Component 1.B

The mission is articulated publicly.

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

Rating

Met

Evidence

The CCKK mission is clearly articulated in the Catalog and in the Strategic Plan; displayed on campus and online via relevant websites, as evidenced in the Mission Documentation provided; and embedded in a range of essential institutional planning documents, provided as evidence throughout the report.

The Fit Four scheme provides a framework for operationalizing the mission, vision, and core values within all College programs and operations. Divisions and departments within the College affirm and extend the mission in ways appropriate to each area.

The Strategic Plan clearly articulates the nature, scope, and intended constituents (stakeholders) of the institution. This focus is articulated and reinforced as mentioned previously, including through the conduct documents signed by all students, and is also articulated in the Student Handbooks.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.C - Core Component 1.C

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

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

Rating

Met

Evidence

The Free Methodist heritage of CCKK shapes its current commitment to addressing social needs and to affirming the dignity of all people. As evidenced by the Strategic Plan and the Fit Heart initiative, the College seeks to equip its graduates “to engage and connect with those from diverse cultures, backgrounds and worldviews” and to engage in “hospitality, social justice, and civil discourse.” CCKK monitors progress toward these objectives with a senior exit assessment, which indicates proficiency in the appropriate areas.

Structured engagement with the Fit Heart objectives occurs through specific coursework, cross-cultural learning experiences, and co-curricular programming. The ethnically diverse student population, recognized by U.S. News and World Report as among the top ten in the Midwest, enhances opportunities for engagement, as evidenced by NSSE indicators which show that seniors see “understanding of people of other backgrounds” as an area of strength. The increased presence of international students on campus due to recent initiatives has also increased engagement opportunities around diversity. The Director of International Student Programs detailed several cross-cultural engagement events that will be part of the upcoming Diversity Week. A student officer in the multicultural student organization confirmed the goal of teaching students how to value each other's diversity. The Diversity Action Plan articulated in the Faculty Handbook provides hiring guidelines to address the lack of diversity among faculty.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.D - Core Component 1.D

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

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

Rating

Met

Evidence

CCKK acts on its commitment to the public good, as referenced in Criterion 1C, in accordance with goals for Cultural Engagement articulated in the Strategic Plan. The wide range of community service and support activities demonstrates fulfillment of these goals. Examples include community service projects, monthly engagement with local business leaders, volunteer service and leadership to area organizations, and the availability of campus events and cultural opportunities to the public. In the drop-in session, community members corroborated these examples and testified to the positive impact College members and programs have on the community.

The educational mission and responsibilities of the College take primacy over all other considerations. Faculty leadership in this area is provided through the recently established Strategic Planning and Oversight Committee. As described in the Faculty Handbook, this body monitors resource planning and allocation to ensure that educational purposes "take primacy over other purposes."

The service and support evidenced previously enables the College to engage with external constituencies and to learn how best to meet their needs, as mission and capacity allow. In addition to the local engagement activities already mentioned, College personnel are active in associations and organizations at the regional and national levels. Additional engagement occurs through constituent populations of the College, including alumni and donors.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.S - Criterion 1 - Summary

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

Evidence

The mission of Central Christian College of Kansas (CCCK) is clear, articulated publicly, and broadly understood across campus and by the extended campus community. The mission to provide a Christ-centered Education for Character is the foundation for the Fit Four outcomes that guide all phases of institutional planning. It was evident to the Team that faculty, staff, students, and community members are rooted in, and oriented by, these outcomes in their strategic planning and in their daily work. As evidenced by the Strategic Plan and the Fit Heart initiative, the College seeks to equip its graduates "to engage and connect with those from diverse cultures, backgrounds and worldviews" and to engage in "hospitality, social justice, and civil discourse." Conversations with staff and students affirmed this commitment to fostering multicultural engagement.

CCCK is intentional in its commitment to serving the public good. Community members commended the College for the many ways it engages in the local community. College personnel are also active in associations and organizations at the regional and national levels. Staff and faculty within the School of Professional Education confirmed the centrality of mission for online programming and provided examples of the wider public impact the College achieves in this area. The Visiting Team also affirms with appreciation that the campus community strives to achieve its mission in its interaction with the public.

The Team supports the action steps CCCK articulates in the summary for Criterion 1. The College seeks to strengthen ties between formal instruction and service by rooting service more firmly in the general curriculum. The College also seeks to build on the advances it has made in supporting diversity by increasing the diversity of the faculty.

2 - Integrity: Ethical and Responsible Conduct

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

2.A - Core Component 2.A

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

Rating

Met

Evidence

The institution places within its Core Values Document the value of integrity. Its core documents, such as the Student Handbook, the Faculty Handbook, and the Policies and Procedures Manual provide the key constituencies with regulations and information on the policies of the institution. The Board has a Code of Conduct policy, section, 4.6, of its Board Governance Manual. Further, there is a section entitled Executive Limitations in which the President is provided with a set of guidelines for treatment of students, staff, and volunteers.

Evidence from meetings with the Institutional Review Board (IRB) note that any research involving human or animal research is reviewed. For example, in the fall of 2017, two sections of Spiritual Thought class were compared regarding cell phone use in class. One section could use them and one could not. This has allowed for discussions related to the benefits and challenges of their use in class. It was affirmed that it went through the process. The IRB proposal form is detailed and thorough.

The institution has a process for appeal and filing of a complaint against the institution. Evidence from the federal compliance filing clearly demonstrates complaints are reviewed and appropriate action is taken, including reconsideration of policy.

The institution has an annual Audit by an external accounting firm that is reviewed and approved by the Audit and Monitoring Committee of the Board. Further, the institution participates in federal financial aid and is meeting the requirements for a letter of credit and heightened cash monitoring due to its CFI index being at .9 or below. CCKK underwent a program review by the Department of Education in 2014 that was completed in 2016. There were sixteen findings that CCKK addressed via a Corrective Action Plan that was accepted by the Department of Education. An email and letter provided to the President of the institution from the Auditor notes that there are only two findings for the 2016-17 academic year, noting significant improvement in the processing of financial aid. Both of these findings were corrected and are no longer issues. Evidence of these communications is found in the Addendum.

While reviewing FY2017 financial statements for CCKK with the Controller and the Vice President

for Finance, it was noted that it has recently been understood by these staff members (new leaders) that borrowing had occurred during the 1990's from the restricted funds of the College for unrestricted operations. This has been annually documented as a part of the audit process by the independent auditor and will continue to be until repaid, as a material weakness in the financial statement of CCCC. Financial statements (with this material weakness indicated) of the College have been accepted annually as a part of normal Board of Trustees governance operations. In discussions with the President and Vice President of Finance, there is an acknowledgement that this loan needs to be more transparently documented utilizing a promissory note and that progress needs to be made in repaying these funds.

The institution provides students with information under the Student's Right to Know Act on its Consumer Information web page.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.B - Core Component 2.B

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

Rating

Met

Evidence

The institution provides its students will access to its program information, costs, requirements, and other areas on its website. The Consumer Information web page also provides additional information to the public. The institution also manages a web page by the Office of Institutional Research that provides the Institutional Data Book and other assessment information, such as Triennial Reviews.

A review of the online Student Portal and Course Management System provided evidence that students have access to their financial aid information, current billing and payments, as well as course grades and transcripts.

The College, in order to provide detailed information to transfer students, joined Transfer Evaluation System and the National Student Clearinghouse to ensure that credit transfer is accurate.

The institution provides to its constituencies a list of its faculty and their qualifications. The review of faculty credentials demonstrated that the institution's portrayal of qualifications is accurate and aligns with the faculty approval process and related policies.

The 2013 Self Study report from the visiting team noted a need for clear and consistent branding. In 2016, a Director of Marketing was hired to provide oversight for marketing materials. There is now both a Style Guide and Athletic Branding manual. A review by the Federal Compliance Reviewer, and an onsite review of marketing materials provided in the resource room, note an accurate portrayal of degrees and requirements for admission and programs. During a meeting with the Director of Marketing, a thorough overview of the process for the creation of a public product (e.g. website, brochure, flyer) noted that the Director of Marketing approves, along with input from other key leadership, all materials before they are published to ensure consistency of message and style.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.C - Core Component 2.C

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

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

Rating

Met

Evidence

Based on a review of Board minutes, examples provided of decisions related to financial processes, strategic planning, and academic approvals, demonstrate that they are in the best interest of the institution, and aligned to its mission. The survey provided to members of the Board demonstrates their understanding of their role and institutional responsibility. There is a level of concern from the survey regarding orientation of new Board members, that there are expectations for Board members, but of major note, is the high percentage who believe they are not evaluated in their performance and provided with ways to improve (72% neutral or less). Board minutes from September 2017 indicate the Board Chair will provide an orientation to new members. During lunch with the Board of Trustees, several Trustees noted appreciation for the thoroughness of the orientation process and the improvements related to it since the 2016 survey.

During Board meetings there is an Ownership Committee that is made up from constituent representatives, such as local church members. In Criterion 5, there is a list of external partners and the Strategic Plan also denotes external constituents engaged during the process.

Board members have a Conflict of Interest Policy as well as a Board Code of Conduct. Board minutes found in the Addendum note that during a discussion of the Butterfield Foundation, a Board member who was affiliated with the Foundation, recused himself from the vote. Policies in the Board Policy Manual delegate day-to-day activities to the President. Board minutes in the Addendum note that the Board approved allowing the President to delegate day to day operations to the Provost in order to spend time on fundraising.

The Board recognizes, as outlined in its Board Policy Manual, that faculty have oversight of the curriculum and that the Board is notified of certain changes and only approves new programs and elimination of programs as found in the Curricular Approval Chart. An example of Board Minutes found in the Addendum notes that the issue of changing degree requirements for a bachelor degree,

for example, to 120 hours, is subject to faculty approval.

In 2013 and 2014 a Board member gave CCK two short-term loans totaling \$125,000, both loans were appropriately documented with promissory notes at 3% interest, and the promissory notes were both paid off on time as noted in audited financial statements.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.D - Core Component 2.D

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

Rating

Met

Evidence

The College provides a framework for freedom of expression through its Fit Four model, particularly Fit Heart and Fit Mind. Within these parameters, the institution encourages freedom of expression. During a meeting with the Institutional Review Board (IRB), a Natural Sciences faculty member noted a research project from several years ago in which a student measured the use of pheromones on the attractiveness of the subject. It was approved by the IRB. In the drop in session with faculty, one faculty noted her appreciation to teach content from a Christian perspective. One faculty noted that while teaching in China, where students are not encouraged to publicly profess faith, that he gained a realization of the academic freedoms he has here in the United States. Students in the Open Forum noted their appreciation to faculty for also sharing real world issues so that they may expand their world view. There is both a Freedom of Expression statement found for students in the College Catalog and one for faculty in the Faculty Handbook. There is evidence that no complaint has been submitted to either by faculty or students related to freedom of expression as found in the Complaint Log. Further, TIGERS data, a student survey tool, noted that faculty encouraged discussion in class and allowed freedom of expression (4.3/5.0 Spring 2017). The Common Syllabus Template includes a Freedom of Expression statement. Through the Triennial Assessment process evidence was provided of the Social Science department who set benchmarks for scores on the TIGERS data survey regarding freedom of expression for its department.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.E - Core Component 2.E

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

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

Rating

Met

Evidence

The institution has a policy of academic integrity that is outlined in the College Catalog and on the website. Statements about academic integrity are included on syllabi and students receive instruction in the general education English course on plagiarism. Students in the online programs must review a statement of integrity and provide a short summary of its contents to continue. A review of the process for Academic Dishonesty cases was found to be in accordance with stated policy. In a meeting with the Institutional Review Board, the members discussed the fact that ethical use of resources is taught not only in the English course sequence, but also by faculty in individual courses. Turnitin.com is used regularly by students. As noted during a meeting with faculty, instances of plagiarism are sometimes used as learning moments for students. Evidence of blatant plagiarism and consequences is found in an example in the Addendum. Students noted during the Open Forum that their faculty take time to work on APA citation to ensure that the "funky" ones are done correctly. The institution has and follows its Academic Conduct Policy.

The institution, in its Assurance Argument, notes that while not a research institution, it does have an Institutional Review Board (IRB) and provided examples of varied forms. In conversations with the IRB, it is evident that there is a careful review of all research involving human and animal subjects. Further conversations revealed examples of other IRB proposals not found in the Assurance Argument or Addendum that reflect oversight and integrity of research.

The institution has been using Project Sails as an assessment measure to determine the level of student growth and understanding of the ethical issues of the use of information resources. The Library Director indicated that new assessment methods that yield more accessible data are now under discussion. In conversations with faculty, it was noted that in majors such as psychology and chemistry, students are offered further instruction in the ethical use of resources as part of the course curriculum. The Library Director in a meeting noted that she provides information literacy in upper divisional classes. The English division offers it in the composition sequence. In a meeting with faculty, one faculty member noted that students also are able to take a course in APA format. Students in an open forum noted that faculty in the senior capstone focus heavily on appropriate citation. Students appreciate the library staff and the support they receive as well as access to the electronic databases.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.S - Criterion 2 - Summary

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

Evidence

Central Christian College of Kansas's mission and Core Values encompass its operations. It has appropriate policies and processes in place to ensure fair and ethical behavior on the part of its constituencies. Students, in an open forum, noted clear understanding of degree requirements and noted that faculty work to help them to graduate in four years, even if a transfer student. The Institutional Review Board places the appropriate oversight over research and scholarly practice. The Consumer Information Page contains all appropriate information regarding the Students Right to Know Act.

The Department of Education found 16 findings in its review of CCKK operations in 2016. In February of 2018, the Auditing Firm reported that the institution had two findings, noting the significant improvement and oversight of the financial aid process. The institution has recognized it needs to address the use of restricted funds for unrestricted expenditures. This is further discussed in Criterion 5.

The institution's Governing Board reviews the budget regularly, has a set of policies and procedures, and demonstrates that resources are expended solely for the purpose of the institution.

Freedom of expression is noted and appreciated by faculty and students in meetings and open forums within the context of the mission. Further, the institution has policies on academic integrity and provided evidence of their enforcement. Students and faculty, as well as evidence in the Library Annual Report, demonstrate engagement in education of the ethical use of resources.

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

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

3.A - Core Component 3.A

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

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

Rating

Met

Evidence

The institution has processes in place to ensure that courses and programs are current and require appropriate levels of performance. The Curriculum Approval Process articulated in the Faculty Handbook requires all new courses and programs to demonstrate currency through comparison with peer-referenced institutions and to document appropriate levels of performance as evidenced by student learning outcomes. Evidence of completed submission forms included in the minutes of the Academic Affairs and Assessment Committee (presented in 4B) demonstrates compliance with this process. All existing programs are reviewed annually and triennially, as required by the Institutional Assessment Plan. The annual Data Book includes Departmental Reports that measure outcome attainment.

Outcomes for all programs are listed in the Catalog and posted on the college website. Through the initial (Level One) Triennial review process, programs were required to document use of Bloom's taxonomy to differentiate learning goals appropriately. Evidence provided demonstrates varying levels of detail in these initial reports. The Level Two Triennial review process requires each program to demonstrate compliance with all sub-areas within Criterion 3A (currency, differentiation, and consistency). The three completed triennial reviews submitted to the addendum demonstrate compliance and increased consistency when compared to the Level One reviews. Department Chairs commented that the Level Two Triennial review process is more manageable and meaningful than previously as a result of clear guidelines and a more streamlined, data-driven process. Members of the Academic Assessment and Advisory Committee (AAAC) confirmed that they review all Triennial Reviews for thoroughness and compliance, and that they monitor progress toward meeting outcome goals. AAAC also noted that they post reviews to share this information with all faculty. All courses

offered through the School of Professional Education demonstrate appropriate learning outcomes as part of the specified course design process. During the campus visit, Department Chairs confirmed that they review online courses for rigor and alignment prior to implementation.

All programs (residential, online, dual credit) are supervised by residential department chairs to ensure consistent program quality and learning goals across all modalities. Chairs confirmed this role during campus meeting discussion. Selected syllabi included in the Addendum provide evidence of consistent learning outcomes for online and residential courses. On-site review of syllabi for three courses taught both on ground and online during the current semester (addendum) confirmed consistency in the course description and goals for two of the three; however, one of the online courses (BS-AC 220) did not include course goals. The Dual Credit Manual articulates expectation for academic standards, teacher qualifications, and curriculum rigor and sequencing. The Director of Dual Credit and the Associate Dean of the School of Professional Education ensure compliance. Regular evaluation also occurs by the appropriate department chairs through an annual assessment of course artifacts and through the Triennial review process. In a campus meeting, the Director of Dual Credit provided a Memorandum of Understanding (addendum) as evidence that the College communicates detailed expectations to course facilitators and requires their signed agreement to meet these expectations.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.B - Core Component 3.B

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

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

Rating

Met

Evidence

The framework for General Education was revised in 2017 to strengthen alignment with the college mission and to clarify the philosophical and pedagogical perspective of the core coursework.

As documented in the Catalog, the General Education Program is structured by aptitudes that align with the college mission (including the Fit Four) and is centered on Integrative Knowledge as its primary focus, with the goal of equipping students to analyze and synthesize knowledge gained from a variety of areas. The structure is also scaffolded to provide foundational skills that foster knowledge, liberal arts exposure to foster understanding, and a capstone to foster wisdom. In a campus meeting, the Director of General Education and Department Chairs detailed the increased emphasis now placed on fostering research and writing skills across a student's four years and within the major.

As directed by the Faculty Senate, the framework of General Education is consistent for both schools within the College and thus for every degree program offered. Specific coursework varies within individual schools and degrees in ways best suited to engage the students served. Each degree program engages students in the collection, analysis, and communication of information; and in developing skills related to inquiry, creativity, and adaptability.

In recent years, the College has increased the diversity of the student body, in line with Strategic Plan goals, and has upgraded the position of the International Student Coordinator to recruit and support

international students. The College has also increased opportunities for students to engage with diversity, in keeping with mission goals prioritizing diversity and civic engagement. Evidence includes addition of a Cross-Cultural Communication course for online students, embedding diverse materials in general education courses, and providing a wide range of co-curricular programming. Professional development opportunities, in the form of diversity training and colloquia on diversity, have also been provided. Evidence includes a full listing of these events, supported by selected promotional materials included in the Addendum.

All students must complete an upper-level writing intensive and capstone experience, as evidenced by the Capstone-Writing Intensive document provided by the Registrar and as confirmed in campus discussion with Department Chairs and the Director of General Education. This requirement engages all students in contributing to the discovery of knowledge. As appropriate, students also present their scholarship and creative work, as evidenced by the Capstone Experience Chart and the Student Showcase.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.C - Core Component 3.C

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

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

Rating

Met

Evidence

The institution has the faculty and staff needed to provide effective programs and student services. The size and continuity of the faculty enable it to fulfill duties in the areas of instruction, advising and mentoring of students, and institutional service, as articulated in the Faculty Handbook. Student-faculty ratios (14:1 residential campus; 21:1 online programming) provide evidence of sufficient faculty size. Continuity is demonstrated by a three-year retention average of 91% and supported by HERI data indicating faculty satisfaction in relevant areas. The listing of faculty in the Catalog indicates a balance of recent and longer-standing faculty: 21% (5) of full-time faculty have served for 1-4 years; 33% (8) for 5-9 years; 25% (6) for 10-19 years; and 21% (5) for more than 20 years.

All instructors are appropriately qualified. The Faculty Handbook lists the credentials of all faculty and articulates clear expectations for faculty credentials (10.2) and procedures for conducting a proper review of credentials in the hiring process (10.10), including the hiring of dual credit faculty (10.10.1). The Office of the Provost audits faculty files and collaborates with the School of Professional Education to ensure that all online facilitators and dual credit instructors are properly credentialed. The most recent internal review confirmed full compliance by all faculty with the exception of two dual credit instructors. The College has received authorization from the Commission to bring these two instructors into compliance, as documented by the letter of January 15, 2017. On-site review of faculty files, including one-third of all full-time faculty and an equal number of part-time faculty, provides supporting evidence that faculty are properly credentialed and that the

Credentialing Audit Form and process, detailed in the updated Faculty Credentials section of the Faculty Handbook (addendum), has already been fully implemented ahead of schedule. The Director of Dual Credit detailed the rigorous review of faculty credentials that has occurred in this area within the past two years; 26 faculty who had been teaching dual credit two years ago have not been retained due to inadequate credentials. This rigorous review process, and provisions for continual monitoring, now provide assurance of proper credentialing in this area.

Full-time and adjunct faculty undergo regular review both annually and at the end of each course. Faculty submit an annual report of their instructional, professional, scholarly, and service activities—as evidenced by collected reports provided for each of the past four years and as confirmed by faculty in campus discussion. Evaluation information is reviewed by leadership each year to ensure currency and effectiveness, including by the Associate Dean, School of Professional Education for all adjunct faculty who teach online courses. Student evaluations of instruction are completed in each course (residential, online, and dual credit), as evidenced by course evaluation data summaries and an institutional Data Book. Evaluation results are reviewed regularly by faculty and department chairs and at the institutional level. Faculty also prepare a Faculty Portfolio for triennial review. As described in guidelines provided through the Office of the Provost, the portfolio includes observational reviews, course evaluations, a department chair review, and a self-evaluation and narrative. Evaluation forms articulate criteria for review of faculty and of department chairs. Faculty and Department Chairs confirmed that this process occurs, results in effective development, and is administered with integrity. The institution does not have tenure or academic rank.

Members of the Professional Development Committee reported that they use evaluation data to identify ample and appropriate development opportunities for faculty each year, as further evidenced by the listing provided for the past four years. The Professional Development Example Session evidence provided demonstrates that additional development opportunities are provided by the School of Professional Education (SPE) for online instructors. The Associate Dean, SPE reported that he uses assessment data to determine specific development opportunities and that adjuncts in this area are required to complete four Professional Development sessions each year. SPE also holds summer workshops to prepare and develop instructors. Faculty development funds support grants for conference attendance, as evidenced by the Professional Development Funding document in the addendum; tuition assistance, which has been used to complete doctoral work; and sabbatical leaves. Departmental funds are also designated for professional development. In campus discussion, faculty confirmed the availability and acquisition of these funds. They also expressed appreciation for this support, in particular the opportunity to pursue advanced degrees to enhance credentials. The Professional Development Committee also confirmed that sabbatical leaves have been taken in the past several years, at the encouragement of the Provost. These have been taken during January Term, which has now been eliminated, and the Committee does not yet know what form leaves will take in the coming years.

Students identify faculty as accessible, as evidenced by course-level survey data provided for both residential and online faculty and as supported by the Office Hour Audit. Further, students note that faculty are available (4.16/5) when they need help, according to the HLC Student Opinion Survey. The Professional Development Committee indicated in a meeting that expectations for Faculty workload, including pay for overloads, have been revised and articulated in the Faculty Handbook; they expressed their satisfaction with the clarity and fairness of this policy.

Appropriately credentialed staff support students through the Student Success Office. College staff are provided ongoing development opportunities through sessions organized by the Professional Development Committee and at the annual Summer Workshop. The addendum provides schedules from staff training activities to support this claim. External training opportunities are

provided through appropriate professional organizations, as evidenced in Criterion 5A.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

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

Rating

Met

Evidence

The institution provides support for all students, including specific support for different populations within the College. Examples include tutoring and technology support for residential and online students, transcription services for ADA students, and registration services for dual-credit students. Recent implementation of Panopto lecture-capture services has provided support for student-athletes, international students, tutors and Academic Success staff, and online and dual-credit instructors. Learning support has also been enhanced for ESL students in recent years to meet growing needs. Multiple conversations with the Student Success Services Director, faculty and Department Chairs, the Director of Enrollment, School of Professional Education (SPE), and the Associate Dean, SPE all confirm that student support is widely available for on ground and online courses, that is delivered professionally, and that it is of high quality. A student tutor in math reported that students sought out his help regularly and that he was making a positive difference in their learning.

The expanded English as a Second Language (ESL) program approved by faculty in 2016 includes remedial coursework, as documented by the ESL Gateway evidence provided. An ESL instructor was hired in fall 2017 to increase support for ESL students. Policies guide placement of students in appropriate courses according to GPA and ACT scores. As reported in campus meetings, the Director of International Student Programs communicates with faculty to ensure proper placement of international students in courses that meet their needs. The Student Success Services Director and the Vice President of Enrollment determine additional support needs for at-risk students. All students in SPE complete a required Essentials of College Success course, and those whose incoming GPA is below 2.0 complete the four-course Pathway Program to prepare them for college-level work. Evidence provided shows that faculty use the Early Alert Report (for online students) or the Student Risk Report (for residential students) to provide struggling students with additional support. A student-risk team responds to alerts to provide appropriate interventions, as evidenced in the Risk

Process document provided. Faculty expressed that the Early Alert Report is expected and effective; an online faculty member identified it as transformational for his students, who reported great appreciation for knowing that they were supported by the campus.

Faculty serve as academic advisors and draw on their knowledge of the curriculum to support students effectively. Evidence from the NSSE survey of academic advising shows that the College meets all expectations and scores significantly above peer institutions in students' perceptions of faculty knowledge of rules and policies, and of faculty attentiveness to their success. A strong (88%) persistence rate toward a four-year graduation provides further evidence of advising effectiveness. The Professional Development Committee reported that development for advisors is provided annually.

The library budget for database access has increased 75% in the past four years. However, the Library Annual report indicates that funding requests in some areas have been denied due to College finances and that additional staffing is desired. The report also notes that the demand for greater access to technology has created frustration with current capacity. When asked what additional services would be provided with additional staffing, the Library Director said that an additional staff member would make it possible to provide a professional librarian in the evening hours to enhance instructional capacity and to ensure greater safety of library staff during this period. A second professional staff member would also provide additional capacity to deliver information literacy instruction to first-year students and to enhance web resources for library instruction.

Expectations for effective use of information resources are integrated within the General Education curriculum and in individual programs, including at the capstone level. The Library Director responds to requests to provide course-specific training regarding the effective use of information resources. A course orienting online and dual credit students to library resources is provided prior to enrollment. Library resources and professional development opportunities support faculty knowledge in this area, as evidenced by the Literacy professional development and Library Resources documents provided.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.E - Core Component 3.E

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

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

Rating

Met

Evidence

The institution provides co-curricular programming to align with the Fit Four mission priorities. A variety of programming initiatives and opportunities are provided within each "Fit" area. Strategic alignment with mission is overseen by appropriate leadership in the Office of Student Development, Athletics, and the Student Government Association.

Exit-survey data from 2014-17 provide evidence that the institution fulfills the claims it makes for an enriched educational environment for residential and online students, including within each of the Fit Four mission areas. This claim is also supported by NSSE data and student comments, as evidenced by the NSSE-CCCU Report. A recent survey of online learners also supports this claim for this student population, as shown in the PSOL document provided. Data Book Outcomes track, and demonstrate fulfillment of, mission claims. The institution demonstrates progress toward mission goals in this area through ongoing Strategic Plan updates, which assess achievement of the Fit Four Performance Outcomes and of the Programmatic Distinction sub-section of the Operational Outcomes. In a campus meeting, the Director of Residence Life and the Office Manager confirmed that co-curricular programming is guided by the Fit Four priorities and that it is assessed through multiple means; they provided evidence of follow-through on assessment in the form of a "You Said, We Did" list of responses (Addendum). At the drop-in session, students reported awareness and appreciation that co-curricular programming reinforces Fit Four priorities.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.S - Criterion 3 - Summary

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

Evidence

The institution has processes in place to ensure that courses and programs are current and require appropriate levels of performance. All existing programs are reviewed annually and triennially, as required by the Institutional Assessment Plan and as affirmed in conversation with the Academic Assessment and Advisory Committee. Department Chairs confirmed in conversation that they supervise all programs (residential, online, dual credit) to ensure consistent program quality and learning goals across all modalities. The framework of General Education is consistent for both schools within the College and thus for every degree program offered. The College provides sufficient opportunities for students to engage with diversity, in keeping with mission goals prioritizing diversity and civic engagement.

On-site review confirmed that the institution has appropriately qualified faculty and staff needed to provide effective programs and student services. The Office of the Provost audits faculty files and collaborates with the School of Professional and Education to ensure that all online facilitators and dual credit instructors are properly credentialed. The most recent internal review confirmed full compliance by all faculty with the exception of two dual credit instructors. The College has received authorization from the Commission to bring these two instructors into compliance, as documented by the letter of January 15, 2017.

Full-time and adjunct faculty undergo regular review. Evaluation information is reviewed by leadership each year to ensure currency and effectiveness, including by the Associate Dean, School of Professional Education for all adjunct faculty who teach online courses. Ample and appropriate development opportunities are provided for faculty each year, and adjuncts who teach online are required to complete four professional development sessions each year. Students identify faculty as accessible, as evidenced by course-level survey data provided for both residential and online faculty. Multiple conversations with the Student Success Services Director, faculty and Department Chairs, the Director of Enrollment, School of Professional Education (SPE), and the Associate Dean, SPE all confirmed that student support is widely available for on ground and online courses, that is delivered professionally, and that it is of high quality. The institution provides co-curricular programming to align with the Fit Four mission priorities. A variety of programming initiatives and opportunities are provided within each "Fit" area. Students spoke to their awareness of, and support for, this emphasis.

The Visiting Team commends the College for the concerted and effective efforts it has made in recent years to professionalize programming in several areas, including Dual Credit, Student Support Services, and International Studies. Also notable is the integration of on-ground and online programming as two facets of a mission-driven commitment to providing high-quality educational experiences for all students.

The Team recommends that the College give thought to investing resources to expand professional staffing in the library to realize the benefits outlined in section 3D.

4 - Teaching and Learning: Evaluation and Improvement

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

4.A - Core Component 4.A

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

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

Rating

Met

Evidence

The 2013 HLC visiting team noted that Central Christian College of Kansas (CCCK) had just implemented its Triennial Assessment Report process and therefore was not able to demonstrate that all department/programs were engaged in some form of program review, engaged in assessment that focused on stated learning outcomes, or provide formal documentation of how data are used to make changes, particularly at curricular levels. The institution has addressed this through the implementation of the Institutional Assessment Plan in 2013 and through the Triennial Program Review.

The College maintains the practice of regular program review as evidenced by annual and Triennial

Review for academic departments and programs that mirrors the HLC Assurance Argument process, including CCK ratings of met, met with concerns, and not met. Additionally, departments may be asked for an annual monitoring report to show that they are making progress. Since implementation, the Triennial Review has gone through several modifications based on what worked well and what needed improvement. On-campus meetings with faculty confirmed that a department's second Triennial report is easier to build through the use of annual reports, and the integration of forms and that is logically laid out. The review data on student outcomes, evidenced on departmental pages in the Databook, capstones, and faculty feedback, is an objective process which makes it easier to identify disconnects and deficiency patterns and where to make targeted changes. The result is a collaborative and streamlined process that provides evidence that CCK engages in continuous improvement. Triennial reports are submitted to the Faculty Senate as part of their annual agenda and available for all faculty to review.

The institution evaluates the credit it transcripts - from regionally accredited and non-regionally accredited institutions, articulation agreements, standardized exams, Advanced Placement, College Level Examination Program (CLEP), DANTES Subject Standardized Tests (DSST), International Baccalaureate, Foreign Transcript, Credits for Prior Learning, and Military Credit - as evidenced by its transfer policy from the Catalog, samples of de-identified transcripts, and publicly available Consumer Information on Transcript Credit policies on their website. According to the Data Book, there were 176 transfer students in fall 2016. In a meeting with the Registrar and Associate Registrar, they affirmed they process all transfer of credit and work with divisional chairs to determine equivalencies as needed. Recently, they purchased TES from CollegeSource to make transfer equivalencies easier for students to review.

The College exercises authority over prerequisites, rigor and expectations for learning as evidenced by the structure and responsibilities of the Faculty Senate and Faculty Committees, and oversight of the curricular process, including piloting courses, establishing new courses and programs, changing or eliminating of programs detailed in the faculty handbook and various forms. CCK maintains and exercises authority over the access to learning resources as evidenced in the Library's 2016-17 Annual Report, on-campus discussions with faculty, and by the Associate Dean of the School of Professional Education for online resources. In the past four years the library database budget has decreased 75% (see 3E for a full discussion). There has been an increased demand for technology access, some of that has been met with more Wi-Fi access points, computer labs, laptop access with docking stations in classrooms, and emergency file back up through IT. There are a wide variety of technologies; including Turnitin.com, Tutor.com, two learning management systems, Panopto, and SurveyGizmo; and institutional resources such as the Student Success Center and Institutional Research.

Clear expectations and guidelines for faculty credentials (10.2) and hiring (10.10), including dual credit faculty (10.10.1), are provided in the Faculty Handbook. An on-site audit of faculty files provides supporting evidence that faculty are properly credentialed. A detailed description of faculty credentialing for faculty and dual credit faculty is provided in Criterion 3C.

The institution offers dual credit courses. A Dual Credit Director oversees the program and works with the high schools. The Dual Credit Handbook provides detailed evidence of program oversight. In a rigorous and intentional review of the dual credit program and the faculty who teach in it, the Director of Dual Credit, in an on-campus meeting, detailed that 26 dual credit faculty were not retained due to inadequate credentials. As a result, CCK has intentionally decreased dual credit students from 183 in fall 2016 to 91 in fall 2017. This rigorous review process, and provisions for continual monitoring, now provide assurance of proper credentialing in this area. Looking forward, CCK will have fuller control of the curriculum, will develop dual credit online offerings, and can

expand to reach homeschooled students. Memorandum of Understanding for a General Psychology course in the 2018-19 academic year that outlined instructor responsibilities and a Dual Credit Student Artifact approval form were provided in the argument and addendum as evidence of oversight. A fuller discussion of faculty credentialing is provided in 3C.

The College maintains one specialized accreditation in Teacher Education through December 31, 2024 as evidenced by a letter in the addendum dated February 8, 2018 from the Chair of the Evaluation Review Committee of the Teaching and School Administration Professional Standards Advisory Board, Kansas State Department of Education. An email from the Provost dated January 29, 2018 confirms that there are no other programs with specialized accreditation.

CCCK evaluates the success of its graduating seniors through exit survey results and alumni data points – gathered within 6 months of graduation since the 2013-14 academic year - as evidenced by the Outcome-Ends section of the Data Book. On-campus meetings with faculty and the Provost confirm that these outcome data are used in annual and triennial reports to inform decisions. Data from 2016-17 show that 84% of seniors were employed full-time six months after graduation, and 24% entered graduate school. Graduates reported high agreement on four measures of degree quality - cultural and relation (93%), spiritual and environmental (87%), intellectual and psychological (90%) and physical and vocational (83%). Sixty-nine percent of graduates reported having a degree related to their employment and 58% were making more than \$30,000 a year. The Data Book provides pages for each department which has been supplemented with alumni data for each department.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.B - Core Component 4.B

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

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

Rating

Met

Evidence

From information in the Assurance Argument, on-campus meetings, open forums, the student catalog, websites, and the Institutional Assessment Plan, the College clearly states student learning goals as the Fit Four Outcomes at the course, program (including General Education) and institutional levels, and has a process for evaluating them. Both academic and co-curricular assessment aligns to the Fit Four Outcomes, as articulated by the Board: Fit Hearts (Socially Responsible: Cultural & Relational), Fit Souls (Spiritually Responsive: Spiritual & Environment), Fit Minds (Rationally Competent: Intellectual & Psychological), and Fit Bodies (Professionally Astute: Physical & Vocational). The Fit Four Outcomes have two measures each and associated proficient and ideal targets specified and progress tracked in the Strategic Plan and the Outcome-End section of the Data Book. For example, Fit Heart is measured with the 1) Miville-Guzman Universality-Diversity Scale (M-GUDS) and 2) the Spiritual Transformation Inventory (connecting to Spiritual Community Subscale). Both scores are in the proficient range.

Program outcomes, including those for General Education (described in 3B), are aligned with the mission and institutional outcomes (the Fit Four) and are assessed through an Annual Department report and the Triennial Assessment, which incorporates outcome data from department reports available in the Data Book. To align with the assessment process and embed assessment language into the CCKK community, the Triennial review mirrors the HLC Assurance Argument criteria and outcomes of 1) met, 2) met with concerns, or 3) not met. Campus conversations revealed that the Triennial review has gone through several iterations, resulting in improvement with a more streamlined, time-sensitive, objective, and “surgical” process. Results of this assessment process guide resource allocation and strategic planning. In addition to collecting data internally, the College uses external instruments such as NSSE, SSI, and Major Field Tests to inform their actions. On campus discussions with department chairs confirmed that faculty supervise all programs (residential, online, dual credit) to ensure consistent program quality and learning goals across all modalities.

The Institutional Assessment Plan has a section on “Assessing Operations (Non-Academic)” Co-

curricular dashboards are produced for Experiential Learning, Student Success Center, and Athletics. Like academic assessment, the operation/non-academic assessment matrix is aligned with Assurance Argument Criteria which receive a rating of met, met with concerns, or not met. Chapel/Convocation Program serves as one of the co-curricular programs that provides the opportunity to pursue a college degree within a Christ-centered environment. Students are expected to achieve 27 Spiritual Formation Touch Points, approximately 7 touch points a month. At an on-campus meeting with the Vice President of Enrollment and the former Spiritual Formation Director, it was confirmed that the Attendance Policy tracks the 27 attendance requirements though taking attendance through assigned seating during chapel, having students sign out after Vespers, and having small group leaders take, and follow-up on attendance. Overall attendance is totaled in an excel spreadsheet. These data are used in conjunction with other measure. For example, results from the Spiritual Transformation Index indicate that programming in spiritual formation has missed the mark on providing co-curricular opportunities within a Christ-centered environment. According to on-campus discussions, both staff and faculty talk with students about assessment results. Discussions with students, including student government, resulted in student initiative actions – such as schedule changes/flexibility of Chapel and Tiger Talks. One way that CCKK publicly closes the loop on assessment findings is through one page summaries in the document, "You Said, We Did," found in the Addendum.

CCKK provides concrete examples of how it has made data-informed decisions for curricular and co-curricular programming, to promote improvement, and that it has processes and methodologies that reflect good practice in assessing student learning. There is substantial participation and engagement of faculty and staff in this process as evidenced by the Institutional Assessment Plan and Faculty Oversight – positions and groups such as the Provost, Department Chairs, Council of Assessment and Institutional Effectiveness, Academic Affairs and Assessment Committee, Strategic Planning and Oversight Committee, Student-Athlete and Athletic Oversight Committee, and the Implementation Team - as described in the Faculty Handbook. The College has demonstrated that assessment is pervasive throughout the institution and results are used to improve student learning in curricular and co-curricular programs.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.C - Core Component 4.C

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

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

Rating

Met

Evidence

The College demonstrates commitment to educational improvement by having defined and aspirational goals for student retention and persistence/graduation goals as evidenced by the Key Performance Indicators included in the strategic plan and are stated as:

- **KPI 1.21:** Maintain *an annual* retention rate above 75% [2020] (internal measure)
- **KPI 1.22:** Maintain a persistence rate above 55% [2020] (College Scorecard current rate of 40% for first-time, full-time cohort at 150% time)
- **KPI 1.25:** Maintain First-Time/Full-Time retention rate above 65% [2017-2022] (tracked by the College Score Card, current rate of 56%)

These goals are tracked through KPI performance in the strategic plan. CCCK provides a link to the College Scorecard on its Office of Institutional Effectiveness webpage. The Scorecard indicates scores lower than average for retention, which is an issue that has been addressed in the Strategic Plan. Increasing retention will, in part, help to improve the College's financial goals. The institution also maintains a performance dashboard for its online program. The Data Book also documents these performance indicators. Several discrepancies in reported rates were noted, but a discussion with the Provost indicated that IPEDS and College Scorecard rates are used along with Student Achievement Measures (SAM) and with calculations for internal use that provide more meaningful and actionable information.

To help achieve these targets, the Strategic Enrollment Management Plan, embedded in the Strategic Plan, supports four initiatives for educational improvement: 1) Enhance data collection and treatment

of findings, 2) Enhance student persistence through a culture that is focused on academic and social engagement, 3) Enhance pre-enrollment services; and 4) Enhance programming to attract and preserve student enrollment.

The institution has used its data in identifying several areas to improve retention. One area was the need to provide expanded academic support services to meet the needs of students and increased the hours and staffing for tutoring. Another area was through the use of technology to use Panopto to video lectures so that if a student missed class, he or she could watch it later on the internet through the institutional portal. The institution is encouraged to monitor and review its data and report evidence in its next review on how retention has or has not improved based on these and other initiatives.

The College's processes and methodologies reflect good practice by using IPEDS and College Scorecard guidelines and data definitions, detailed reports provided in the Data Book, and active memberships with organizations that inform good data practice such as the Higher Learning Commission, Coalition of Christian Colleges and Universities (including participation in the Collaborative Assessment Project), the National Student Clearing House, Ruffalo Noel-Levitz, the Kansas Association of Collegiate Registrars and Admissions Officers, and North American Coalition for Christian Admissions Professionals (NACCAP).

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Evidence

The institution demonstrates responsibility for the quality of its educational programs through regular program reviews, course rigor, appropriate faculty qualifications, specialized accreditation in Teacher Education, appropriate evaluation of its graduates, and attention to retention, persistence, and completion rates that are part of the Strategic Plan.

The College demonstrates a commitment to educational achievement and improvement. CCKK ties course and program (including General Education) outcomes to their Fit Four institutional outcomes for academic and co-curricular programs. Continuous improvement is demonstrated through annual and triennial program reviews which incorporate student work and measures that use a number of external benchmarks.

CCKK's processes and methodologies to assess student learning reflect good practice as evidenced by their by use of the state, national and federal guidelines. There is substantial faculty and staff engagement and participation in these processes.

5 - Resources, Planning, and Institutional Effectiveness

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

5.A - Core Component 5.A

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

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

Rating

Met With Concerns

Evidence

CCKK has many of the resources necessary to fulfill its mission. While the institution has and continues to struggle to manage lower than hoped net tuition revenue, it has been able to do so based on close management of expenses and the generosity of donors. One of the biggest assets of CCKK remains the positive and decisive leadership being exhibited by the President's Cabinet and a strong and engaged Board of Trustees (BOT). These factors will be crucial as the institution seeks to solidify its financial footing, grow revenue, manage expenses, handle deferred maintenance, and compensate its faculty and staff in a competitive fashion.

The strong work of the CCKK team has resulted in strong progress towards financial stability as born out in a significant improvement in the unrestricted fund balance of just over \$3 million from FY2013 to FY2017. This improved unrestricted fund balance was accomplished in spite of a decrease of near \$800,000 of net tuition revenue between FY2016 and FY2017. Interviews with the Vice President for Finance, the Controller, and the President indicate that this occurred almost entirely based on close expense management.

As a result of this improved financial performance, the DOE responsibility score for CCKK has stabilized, although it remains in the zone (between 0 and 1.5) at a .9. This causes numerous

operational challenges with CCKK's involvement with SARA and the burden of carrying a line of credit within the Heightened Cash monitoring program of the Department of Education. It is clear based on the Assurance Argument, evidence submitted, and in discussions with the leadership that improving the ratio has been a focus of strategic initiatives approved by the Board and operationalized by College leadership. Long term debt management, fund raising, and continued emphasis on strong operational financial statement results (net revenue growth and expense management) will ultimately help CCKK achieve a stable DOE responsibility score of 1.5 or above and are clearly being pursued.

While reviewing FY2017 financial statements for CCKK with the Controller and the Vice President for Finance, it was noted that it has recently been understood by these staff members (new leaders) that borrowing had occurred during the 1990's from the restricted funds of the College for unrestricted operations. This has been annually documented as a part of the audit process by the independent auditor, and will continue to be until repaid, as a material weakness in the financial statement of CCKK. Financial statements (with this material weakness indicated) of the College have been accepted annually as a part of normal Board of Trustee (BOT) governance operations. In discussions with the President and Vice President of Finance, there is an acknowledgement that this loan needs to be more transparently documented and a plan put in place to reimburse the restricted fund of these borrowed dollars.

It is clear from evidence presented in the Assurance Argument, and confirmed in interviews and a review of documents, that CCKK has significantly improved its human resource function and provides a benefit program that is comprehensive. Work is being conducted to review and adjust compensation levels as resources are available to get compensation for positions closer to peer benchmark levels and to ensure equity across campus.

It is clear from evidence presented in the Assurance Argument, and confirmed in interviews and a review of documents, that the institution participates in a very solid and comprehensive institutional insurance program (Liability, Property, Casualty, etc.). This ensures that the leadership is doing all it can to steward and protect physical, human, and financial assets of the college.

While the team is unanimous in its sense that the leadership of the College is making the right decisions within its context to move towards financial sustainability (indeed much progress has already been noted), it is impossible to ignore the evidence presented, and confirmed on the visit, that points to an institution that is struggling to consistently grow net revenues even while on-ground enrollment has improved (because of discounting close to a 60% NACUBO discount rate), manage debt, and manage cash flow and therefore has not been able to structurally solve the on-going issue of a DOE responsibility score below the 1.5 benchmark.

Clear evidence was presented in the Assurance Argument, and verified in a review of documents, that demonstrated that College resources are allocated towards the main emphasis of the strategic plan, instruction and student support. No outside or super-ordinate entity is receiving revenues from CCKK. To the contrary, financial records demonstrate that several business operations that are run by the College generate both employment opportunities for students and unrestricted net revenues for the College. Careful expense management, processes for appropriate fiscal controls, and an engaged and collaborative leadership team allow for good assurance that college assets are managed in real-time based on current conditions (good stewardship). Revenues and expenses are closely monitored and managed based on cash flow availability. Monthly budget reports and Trial balance sheets are available that allows leadership to track expenses and make decisions about resource allocation in real time. This was evident in numerous documents and conversations during the visit across campus.

Financial goals are generally realistic and achievable, although tend towards the aspirational. The

entire leadership team has a strong awareness of the state of finances at the College and are engaged and educated enough to understand these complex issues that are so often misunderstood. Numerous faculty, staff, and administrators demonstrated in conversations an operational understanding of the financial challenges of the College and many of the main drivers of improving its profile and its DOE responsibility score. This type of stewardship and close monitoring ensures that while it is appropriate to have big goals, careful management of the plan based on the receipt of revenue is needed in order to maintain the steady (albeit slow) positive progress.

It is clear from evidence presented in the Assurance Argument, and confirmed in interviews and a review of documents, that the institution has a highly committed administration, faculty and staff who are passionate about the mission of CCKK. While staff in some areas indicate that workloads can sometimes be difficult to manage, faculty and staff the team interviewed demonstrated an awareness of issues and competencies that assure us that they have the expertise needed to manage their roles well. Numerous activities highlight this improvement:

- A new Vice President for Finance, CFO position was created and filled with a qualified administrator who then hired a talented new Controller to manage the general ledger and improve Business office functions.
- A renewed effort to improve compliance with federal regulations in the area of financial aid by instituting new policies, procedures, and outsourced partners/relationships has resulted in the reduction of findings on financial aid issues in the annual compliance audit from 16 in FY2016 to 2 in FY2017.
- A new staff team and a renewed emphasis on cash flow management and collections has significantly improved the performance and predictability of payments- this has positively impacted cash flow projections and enabled more strategic daily management.
- New staff members have been brought on in Advancement in an effort to sustain and strengthen strong annual unrestricted giving and long-term capital and planned giving efforts.
- As of July 1, 2017 the College outsourced facilities and maintenance operations to a third party vendor. While the Vice President for Finance indicates that this move has not saved significant operational expense for the College, it has resulted in a much more efficient and effective stewardship of campus facilities and grounds. This improved performance is a big part of ensuring that the physical plant meets the growing needs of the college program and enrollment.

The faculty are highly committed to the mission and engage with the staff to provide a highly interactive and supportive environment for student learning and the student experience. Students in reviews and in the open campus forums were very supportive of the kind of caring community that the faculty and staff create at CCKK and many expressed that if they had to make their college decisions again, they would select CCKK again because of the strong educational and personal campus experience that they are having.

The budgeting process has seen significant improvement in transparency and inclusiveness over the last several years as evidenced by meeting minutes, interviews and numerous documents. From interviews with Trustees and others during the visit, it is clear that the importance of continued improvement in the financial situation is understood across campus. The administration has responded with a 5 year budget planning model that strives to implement the institution's strategic plan. As well, a capital master plan provides a road map for needed new facilities if on-ground enrollment continues to expand (new soccer and track and field facility, new dorm, classroom space) and for

handling deferred maintenance. From a process perspective, CCKK is executing a much stronger and improved integrated financial planning model- the biggest challenge in an enrollment plan that both grows both gross tuition revenue and net tuition revenue. This is done by controlling the institutional discount rate. The key factors for CCKK in building a sustainable and growing net tuition revenue are improved on ground retention, managing the discount rate, and continuing to expand the professional studies program enrollments across all modalities. College leadership understands that the improved planning processes provides the best opportunity to sustain forward progress and make the best stewardship decisions towards the strategic plan moving forward.

Interim Monitoring (if applicable)

The team recommends that CCKK submit a monitoring report due by November 1, 2020 to HLC on finances and movement towards financial sustainability until the time of its next mid-cycle review that specifically addresses the following:

- A DOE responsibility score for FY2018, FY2019, and FY2020 that demonstrates significant improvement towards achieving at least a 1.5 as required by the Department of Education.
- Continued positive unrestricted results on the annual financial statements for FY2018, FY2019, and FY2020.
- A formal documentation of the outstanding loan between the unrestricted and restricted funds of the College and an approved plan for appropriately paying back those funds. Independent Legal Counsel and the institution's Auditor must submit an opinion letter that the proposed plan meets all obligations that CCKK has under the Uniform Prudent Management of Institutional Funds Act (abbreviated UPMIFA) for the State of Kansas.

5.B - Core Component 5.B

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

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

Rating

Met

Evidence

The team met with several members of the Board of Trustees (BOT), all of whom expressed their devotion to the institution and their personal devotion to the mission, values, and sustainability of CCKK. The team had no doubt that this attitude is reflective of the Board as a whole, which is made-up of 12 members. It is clear from evidence confirmed in interviews and a review of documents that CCKK has a highly functioning Board of Trustees that is working to make progress in the areas of board development and board training- especially for new board members. There are three committees of the Board that provide both support and insight for the administrative team. Board members and the administration indicated that care is taken in the placement of board members to ensure both gender and racial diversity is represented in its membership. Since the Board is self-perpetuating, it goes to great lengths to ensure that new members bring needed skills and backgrounds to ensure that the full array of needed expertise exists within the group and meets its obligations to the Free Methodist church. All of this data has been confirmed by a review of the By-Laws and Governance Manual of CCKK.

The BOT has set up both formal and informal channels to engage with internal constituencies. The BOT has a very clearly defined relationship with the President and has strong systems to ensure that its fiduciary and missional responsibilities are actively met. This is outlined in a comprehensive BOT Governance Manual. Numerous documents and interviews with cabinet members clearly demonstrate that the BOT is active in fulfilling the systems and reporting structures embedded in the Governance Manual to assure accountability from the President within a framework of flexibility. While BOT members are engaged in numerous discussions in a consultative manner, the administration of the campus is left appropriately to the administration and the faculty.

Cabinet members are active in their discussions within the BOT committee structure and provide regular written updates and reports as required. CCKK has a very manageable BOT size of 12 and this allows for appropriate engagement as circumstances dictate. An example would be that the CFO is in

regular contact, along with the President, on matters of on-going financial operational management with the Audit Committee and the Board Chair.

BOT members engage regularly with the campus community within their normal on campus meetings (held twice each year) and with their participation in broader planning efforts such as the Strategic Plan, the Campus Master Plan, and in the creation of the CCKK Foundation. This engagement is documented by participation in open campus forums and with formalized interaction with faculty and planning groups. The CCKK Foundation is an attempt by the campus to generate additional fundraised dollars by creating a separate and distinct organization to focus on long term fundraising and advancement. While all of the specific decisions around this separation have not yet been made (separation of assets, employment and benefit issues, creation of numerous policies- gift acceptance, investment, spending policies etc.), it is clear from conversations with administrators and BOT members that the Board is highly and appropriately engaged in this process.

It is clear from the Assurance Argument, and in meeting minutes from governance committees, that academic and curricular issues are addressed appropriately and primarily by the faculty. While the Cabinet might explore new academic offerings or engage in discussions about exploring new programs (curricular or co-curricular), all of these efforts are inclusive of faculty and academic leadership at the onset, and are conducted in an open and collaborative manner.

Students are periodically surveyed regarding academic matters, and in a meeting with the Provost, he noted that students are able to share questions or concerns regarding academic matters with their advisor, the chair of the program, or the Provost.

Numerous documents and the Assurance Argument outline an active Faculty Senate governance body with planning committees that are appropriately engaged in strategic planning and matters of program oversight and review. This was confirmed in several sessions with committees and in open forums. Faculty indicated in several sessions that the administration was inclusive and transparent in its management of the College. Several tangible examples of recent faculty involvement were described to the team during its visit:

- the setting of provisional admissions standards and the active participation in the review of students before admission to determine the availability of resources before admittance,
- the development of student support programs needed in order to support the academic make-up of the student enrollment,
- recent improvements to classroom technology (Wi-Fi expansion and the move to a laptop and docking station model so that faculty can seamlessly work in offices and classrooms).

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

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

Rating

Met

Evidence

It is clear from evidence presented in the Assurance Argument and confirmed in interviews and a review of documents that the institution's budgeting process ensures that resources are expended on the educational and operational missions of CCCK. CCCK has a very comprehensive and compelling mission that has been thoroughly embraced by the entire community. A review of expenses and staffing levels indicates that compensation and benefit expenses are correctly directed to those areas that provide the core instruction as well as academic and student services roles. Budget planning is focused on the priorities of the strategic plan and those linkages are quite clearly laid out in the multi-year budget model in the process of being implemented.

Evidence presented in the Assurance Argument and as demonstrated during the campus visit, indicate that the College utilizes a collaborative budgeting process. Cabinet members work together to reasonably project revenues (less financial aid) and expenses. Cabinet members collaboratively review all positions as they become vacant and work together to prioritize the most strategic and pressing issues in making re-hires. This has been clearly evidenced by several re-structured appointments and shifting of responsibilities to take advantage of employee expertise (HR Coordinator, Accounts Receivable/Finance Floater, Outsourced Facilities).

As the institution has begun to employ assessment and program review processes across campus, there has been more understanding and utilization of data in the budgeting process. One example of this would be the purchase of several mannequins for Sports Science based on program review and by the faculty as discussed in an open forum. Another example would be the purchase of a software product to help students project transfer coursework by the Registrar's office. This purchase was done as a part of a needs assessment within the Registrar's office. The continued maturation of integrating planning processes remains a need for CCCK going forward, but it is clear that CCCK leveraged the Focus visit from HLC during the last review period to make positive progress.

It is clear from evidence presented in the Assurance Argument and confirmed in interviews and a review of documents that faculty and staff feel that internal communication and engagement with them on items of planning and governance is very inclusive. Several pieces of evidence indicate that the planning processes do engage the entire campus community via its administrative units, such as:

- Advancement has detailed goals for fundraising in for both unrestricted operations and projects based on the strategic plan.
- Based on the enrollment portion of the strategic plan, an Athletic Director was hired to help ensure that enrollment and programs goals for this area could be realized.
- The finance and facilities area recently underwent a comprehensive analysis and made a decision to outsource facility maintenance, custodial, and grounds services. This partnership is new, but the early results have seen improvements in operational effectiveness.
- The institution is working hard to focus its fundraising efforts and the continuation of unrestricted revenue sources through affiliated business ventures by organizing these activities into a College Foundation.
- Student Success efforts continue to evolve and develop in order to serve the needs of the current student body.
- Students expressed concerns around campus safety and living space amenities over the past year. In response, the College implemented a number of improvements based on this feedback as evidence in the "You Said, We Did" document.

The institution endeavors to plan for emerging factors that might negatively or positively impact the College. College leadership indicate that current capacity of the on-ground campus is near 400 and have plans for expansion of classroom and living space as they strive to grow enrollment to 600. The institution has recently weathered a significant drop in total enrollment in professional programs and in total net tuition revenues--this has been done with unbelievably close management of expenses. While not ideal, it does evidence that there is some agility and willingness to make changes to the plan as the situation dictates.

In our visit, clear evidence was presented in documentation and in numerous discussions with campus leadership and faculty and staff across campus that the culture of data-driven decision making and annual program level SWOT reviews has created a responsive and agile institution. Numerous initiatives outline the institutions approach to a rapidly changing context:

- The exploration of a new aviation program and partnership in Florida.
- The current exploration of long term debt refinancing opportunities to create both annual savings but increased financial flexibility to strengthen college operations.
- The on-going focus on growing dual credit programs in mission consistent ways utilizing private faith based high schools and homeschooled consortium.
- Exploration and expansion of program offerings in a professional studies context, especially on-line. Enrollment in this area has recently been constricted with an emphasis on quality student enrollment and student learning, and now the institution is focusing on growing and expanding enrollment.

Overall, the institution is working diligently to continuously alter its tactics and strategies while still

focusing on meeting the goals of its institutional mission as outlined in Fit Four and the CCKK Strategic Plan.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.D - Core Component 5.D

The institution works systematically to improve its performance.

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

Rating

Met

Evidence

It is very clear from numerous meeting minutes, the Assurance Argument, and meetings with campus faculty and staff, that the institution is engaged in documenting performance in numerous ways. Several major initiatives are worth highlighting as an indicator of this activity:

- The BOT regularly receives reports from the President that outline the execution of directives clearly laid out in the Board Manual in current operations. The President is reviewed regularly and the BOT provides feedback as a normal part of its governance structure.
- As evidenced in meeting minutes, in conversations with administrators and Trustees, and in a review of employee files, annual performance and teaching reviews occur regularly across the campus and are reviewed by the appropriate personnel.
- The Cabinet spends significant time evaluating and documenting net revenue and expense data adjusting the expense plans accordingly. Monthly trial balance reports are generated by the Controller along with weekly reports on cash balances and accounts receivable to manage cash flow. While there remains little margin, strategic allocations are made for expenses and expense reductions are done with a focus on fulfilling the Strategic Plan. Major expense items are timed appropriately as cash is available. Attention to KPI indicators is clearly evidenced in many ways.

The campus has also shown in numerous ways how it utilizes data to make important strategic decisions and improvements. These efforts can be found in evidence in the Assurance Argument, throughout numerous documents reviewed, and confirmed in sessions with cabinet staff, and faculty related to operational improvements:

- Finance area with the addition of a CFO, a Controller, and improved processes for managing bad debt expense and accounts receivable. Significant progress is noted in these areas on the recently completed FY2017 audit.
- Marketing with the addition of dedicated personnel towards branding and communications.
- Within academics, through the use of learning assessment data to make numerous curricular improvements within both programs, individual courses, and the recent re-alignment of the General Education program with the updated Strategic plan (Fit Four initiatives).

- Within Financial Aid to remove numerous federal compliance findings in the last year by focusing efforts on improving processes, improving the use of the ERP and other technology systems in support, and by outsourcing specific functions of financial aid to enable stronger workflows and compliance best practices (monthly reconciliations of G5 accounts as an example).

The team was able to confirm in a review of meeting minutes, and in a review of documents, that the Strategic Plan is regularly (quarterly) reviewed and updates are provided across campus with faculty and staff in an inclusive manner. Numerous faculty and staff indicated in an open forum that feedback and input is broadly accepted and acted upon by the Cabinet. This has the dual impact of both high quality communication and accountability towards meeting performance outcomes.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.S - Criterion 5 - Summary

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

Evidence

While the team is unanimous in its sense that the leadership of the College is making the right decisions within its context to move towards financial sustainability, it also agrees with the College that progress is still needed. The team also believes that the College has implemented not just the many different component parts necessary for effective planning, but has made great progress in the integration of those planning efforts. Continued focus is needed to institutionalize and continue to systematize these efforts, but the work here has and will continue to bring strong results.

The team also resonates with many of the self-identified areas for improvement:

- Continuous progress needed in order to demonstrate financial responsibility with a DOE responsibility score of 1.5 or greater which would allow for being removed from the heightened cash monitoring program. An important first step is to get the DOE responsibility score to a 1.0 level so that the College can begin to participate in SARA again.

- Close management of the net tuition revenue per student (by managing price and the discounting strategy) of the College must be undertaken if unrestricted operational results are to remain positive-expense management and belt tightening is generally only successful on its own as a short term strategy.

- The need to continue to maintain strong unrestricted giving for operations while growing giving for capital and liquidity needs (reserves).

- The need to continue to develop a professionalized operation in the numerous supports areas of the College to ensure excellent stewardship of all resources (Human Resources, Accounts Receivable, Financial Aid, Accounting).

Review Dashboard

Number	Title	Rating
1	Mission	
1.A	Core Component 1.A	Met
1.B	Core Component 1.B	Met
1.C	Core Component 1.C	Met
1.D	Core Component 1.D	Met
1.S	Criterion 1 - Summary	
2	Integrity: Ethical and Responsible Conduct	
2.A	Core Component 2.A	Met
2.B	Core Component 2.B	Met
2.C	Core Component 2.C	Met
2.D	Core Component 2.D	Met
2.E	Core Component 2.E	Met
2.S	Criterion 2 - Summary	
3	Teaching and Learning: Quality, Resources, and Support	
3.A	Core Component 3.A	Met
3.B	Core Component 3.B	Met
3.C	Core Component 3.C	Met
3.D	Core Component 3.D	Met
3.E	Core Component 3.E	Met
3.S	Criterion 3 - Summary	
4	Teaching and Learning: Evaluation and Improvement	
4.A	Core Component 4.A	Met
4.B	Core Component 4.B	Met
4.C	Core Component 4.C	Met
4.S	Criterion 4 - Summary	
5	Resources, Planning, and Institutional Effectiveness	
5.A	Core Component 5.A	Met With Concerns
5.B	Core Component 5.B	Met
5.C	Core Component 5.C	Met
5.D	Core Component 5.D	Met
5.S	Criterion 5 - Summary	

Review Summary

Interim Report(s) Required

Due Date

11/1/2020

Report Focus

The team recommends that CCKK submit a monitoring report due by November 1, 2020 to HLC on finances and movement towards financial sustainability until the time of its next mid-cycle review that specifically addresses the following:

- A DOE responsibility score for FY2018, FY2019, and FY2020 that demonstrates significant improvement towards achieving at least a 1.5 as required by the Department of Education.
 - Continued positive unrestricted results on the annual financial statements for FY2018, FY2019, and FY2020.
 - A formal documentation of the outstanding loan between the unrestricted and restricted funds of the university and an approved plan for appropriately paying back those funds. Independent Legal Counsel and the institution's Auditor must submit an opinion letter that the proposed plan meets all obligations that CCKK has under the Uniform Prudent Management of Institutional Funds Act (abbreviated UPMIFA) for the State of Kansas.
-

Conclusion

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.

Overall Recommendations

Criteria For Accreditation

Met With Concerns

Sanctions Recommendation

No Sanction

Pathways Recommendation

Limited to Standard



Federal Compliance Worksheet for Evaluation Teams

Evaluation of Federal Compliance Components

The team reviews each item identified in the *Federal Compliance Filing by Institutions (FCFI)* and documents its findings in the appropriate spaces below. Teams should expect institutions to address these requirements with brief narrative responses and provide supporting documentation where necessary. Generally, if the team finds in the course of this review that there are substantive issues related to the institution's ability to fulfill the Criteria for Accreditation, such issues should be raised in the appropriate parts of the Assurance Review or Comprehensive Quality Review.

This worksheet is to be completed by the peer review team or a Federal Compliance reviewer in relation to the federal requirements. The team should refer to the *Federal Compliance Overview* for information about applicable HLC policies and explanations of each requirement.

Peer reviewers are expected to supply a rationale for each section of the Federal Compliance Evaluation.

The worksheet becomes an appendix in the team report. If the team recommends monitoring on a Federal Compliance Requirement in the form of a report or focused visit, the recommendation should be included in the Federal Compliance monitoring sections below and added to the appropriate section of the Assurance Review or Comprehensive Quality Review.

Institution under review: Central Christian College of Kansas

Please indicate who completed this worksheet:

- Evaluation team
- Federal Compliance reviewer

To be completed by the Evaluation Team Chair if a Federal Compliance reviewer conducted this part of the evaluation:

Name: Rita Gulstad

- I confirm that the Evaluation Team reviewed the findings provided in this worksheet.

Assignment of Credits, Program Length and Tuition

(See FCFI Questions 1–3 and Appendix A)

1. Complete the [Team Worksheet for Evaluating an Institution's Assignment of Credit Hours and Clock Hours](#). Submit the completed worksheet with this form.
 - Identify the institution's principal degree levels and the number of credit hours for degrees at each level (see the institution's Appendix A if necessary). The following minimum number of credit hours should apply at a semester institution:
 - Associate's degrees = 60 hours
 - Bachelor's degrees = 120 hours
 - Master's or other degrees beyond the bachelor's = At least 30 hours beyond the bachelor's degree
 - Note that 1 quarter hour = 0.67 semester hour.
 - Any exceptions to this requirement must be explained and justified.
 - Review any differences in tuition reported for different programs and the rationale provided for such differences.
2. Check the response that reflects the evaluation team or Federal Compliance reviewer's conclusions after reviewing this component of Federal Compliance:
 - The institution meets HLC's requirements.
 - The institution meets HLC's requirements, but additional monitoring is recommended.
 - The institution does not meet HLC's requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

The College offers the Associate's degree (60 credits) and the Bachelor's degree (120 credits).

There are differences in tuition rates: the website reports that EXCEL and Online programs in Ministry Leadership, Criminal Justice, and Associate of Arts are \$371 per credit hour and Healthcare, Psychology, and Organizational Leadership (Online) are \$425 per credit hour. It appears in the academic catalog that the cost is \$278 per credit for all other programs. The rationale for the difference has to do with modality and co-curricular requirements for the programs.

Additional monitoring, if any:

Institutional Records of Student Complaints

(See FCFI Questions 4–7 and Appendixes B and C)

1. Verify that the institution has documented a process for addressing student complaints and appears to be systematically processing such complaints, as evidenced by the data on student complaints since the last comprehensive evaluation.
 - Review the process that the institution uses to manage complaints, its complaints policy and procedure, and the history of complaints received and resolved since the last comprehensive evaluation by HLC.
 - Determine whether the institution has a process to review and resolve complaints in a timely manner.
 - Verify that the evidence shows that the institution can, and does, follow this process and that it is able to integrate any relevant findings from this process into improvements in services or in teaching and learning.
 - Advise the institution of any improvements that might be appropriate.
 - Consider whether the record of student complaints indicates any pattern of complaints or otherwise raises concerns about the institution's compliance with the Criteria for Accreditation or Assumed Practices.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
 - The institution meets HLC's requirements.
 - The institution meets HLC's requirements, but additional monitoring is recommended.
 - The institution does not meet HLC's requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

CCCK provided a complaint tracker that dates back to 2012 and identifies date, type of complaint, resolution, and policy modification.

The college website includes a Student Grievance & Appeal Process page that outlines the procedure for filing a complaint.

Additional monitoring, if any:

Publication of Transfer Policies

(See FCFI Questions 8–10 and Appendixes D–F)

1. Verify that the institution has demonstrated it is appropriately disclosing its transfer policies to students and to the public. Policies should contain information about the criteria the institution uses to make transfer decisions.
 - Review the institution’s transfer policies.
 - Review any articulation agreements the institution has in place, including articulation agreements at the institution level and for specific programs and how the institution publicly discloses information about those articulation agreements.
 - Consider where the institution discloses these policies (e.g., in its catalog, on its website) and how easily current and prospective students can access that information.
 - Determine whether the disclosed information clearly explains any articulation arrangements the institution has with other institutions. The information the institution provides to students should explain any program-specific articulation agreements in place and should clearly identify program-specific articulation agreements as such. Also, the information the institution provides should include whether the articulation agreement anticipates that the institution (1) accepts credits from the other institution(s) in the articulation agreement; (2) sends credits to the other institution(s) in the articulation agreements; (3) both offers and accepts credits with the institution(s) in the articulation agreement; and (4) what specific credits articulate through the agreement (e.g., general education only; pre-professional nursing courses only; etc.). Note that the institution need not make public the entire articulation agreement, but it needs to make public to students relevant information about these agreements so that they can better plan their education.
 - Verify that the institution has an appropriate process to align the disclosed transfer policies with the criteria and procedures used by the institution in making transfer decisions.
2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:
 - The institution meets HLC’s requirements.
 - The institution meets HLC’s requirements, but additional monitoring is recommended.
 - The institution does not meet HLC’s requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

CCCK lists institutions it has articulation agreements with on its website, along with copies of the agreements. The transfer credit policy is detailed and easily accessible on the CCCK website.

CCCK does provide specific evidence that it accepts transfer credit by including letters of approval and transcripts in Appendix F.

Additional monitoring, if any:

Practices for Verification of Student Identity

(See FCFI Questions 11–16 and Appendix G)

1. Confirm that the institution verifies the identity of students who participate in courses or programs provided through distance or correspondence education. Confirm that it appropriately discloses additional fees related to verification to students, and that the method of verification makes reasonable efforts to protect students' privacy.
 - Determine how the institution verifies that the student who enrolls in a course is the same student who submits assignments, takes exams and earns a final grade. The team should ensure that the institution's approach respects student privacy.
 - Check that any costs related to verification (e.g., fees associated with test proctoring) and charged directly to students are explained to the students prior to enrollment in distance or correspondence courses.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
 - The institution meets HLC's requirements.
 - The institution meets HLC's requirements, but additional monitoring is recommended.
 - The institution does not meet HLC's requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

The College requires students to use a secure login and personal password to access the portal and learning management system. There was also mention that the College is investigating use of biometric indicators once the new LMS has been adopted.

There are no additional costs related to verification.

Additional monitoring, if any:

Title IV Program Responsibilities

(See FCFI Questions 17–24 and Appendixes H–Q)

1. This requirement has several components the institution must address.
 - The team should verify that the following requirements are met:
 - **General Program Requirements.** The institution has provided HLC with information about the fulfillment of its Title IV program responsibilities, particularly findings from any review activities by the Department of Education. It has, as necessary, addressed any issues the Department has raised regarding the institution's fulfillment of its responsibilities.
 - **Financial Responsibility Requirements.** The institution has provided HLC with information about the Department's review of composite ratios and financial audits. It has, as necessary, addressed any issues the Department has raised regarding the institution's fulfillment of its responsibilities in this area. (Note that the team should also be commenting under Criterion 5 if an institution has significant issues with financial responsibility as demonstrated through ratios that are below acceptable levels or other financial responsibility findings by its auditor.)
 - **Default Rates.** The institution has provided HLC with information about its three-year default rate. It has a responsible program to work with students to minimize default rates. It has, as necessary, addressed any issues the Department has raised regarding the institution's fulfillment of its responsibilities in this area. Note that for 2012 and thereafter, institutions and teams should be using the three-year default rate based on revised default rate data published by the Department in September 2012; if the institution does not provide the default rate for three years leading up to the comprehensive evaluation visit, the team should contact the HLC staff.
 - **Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures.** The institution has provided HLC with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations.
 - **Student Right to Know/Equity in Athletics.** The institution has provided HLC with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations. The disclosures are accurate and provide appropriate information to students. (Note that the team should also be commenting under Criterion 2, Core Component 2.A if the team determines that the disclosures are not accurate or appropriate.)
 - **Satisfactory Academic Progress and Attendance Policies.** The institution has provided HLC with information about its policies and practices for ensuring compliance with these regulations. The institution has demonstrated that the policies and practices meet state or federal requirements and that the institution is appropriately applying these policies and practices to students. In most cases, teams should verify that these policies exist and are available to students, typically in the course catalog or student handbook and online. Note that HLC does not necessarily require that the institution take attendance unless required to do so by

state or federal regulations but does anticipate that institutional attendance policies will provide information to students about attendance at the institution.

- **Contractual Relationships.** The institution has presented a list of its contractual relationships related to its academic programs and evidence of its compliance with HLC policies requiring notification or approval for contractual relationships. (If the team learns that the institution has a contractual relationship that may require HLC approval and has not received HLC approval, the team must require that the institution complete and file the change request form as soon as possible. The team should direct the institution to review the Substantive Change Application for Programs Offered Through Contractual Arrangements on HLC's website for more information.)
 - **Consortial Relationships.** The institution has presented a list of its consortial relationships related to its academic programs and evidence of its compliance with HLC policies requiring notification or approval for consortial relationships. (If the team learns that the institution has a consortial relationship that may require HLC approval and has not received HLC approval, the team must require that the institution complete and file the form as soon as possible. The team should direct the institution to review the Substantive Change Application for Programs Offered Through Consortial Arrangements on HLC's website for more information.)
- Review all of the information that the institution discloses having to do with its Title IV program responsibilities.
 - Determine whether the Department has raised any issues related to the institution's compliance or whether the institution's auditor has raised any issues in the A-133 about the institution's compliance, and also look to see how carefully and effectively the institution handles its Title IV responsibilities.
 - If the institution has been cited or is not handling these responsibilities effectively, indicate that finding within the Federal Compliance portion of the team report and whether the institution appears to be moving forward with the corrective action that the Department has determined to be appropriate.
 - If issues have been raised concerning the institution's compliance, decide whether these issues relate to the institution's ability to satisfy the Criteria for Accreditation, particularly with regard to whether its disclosures to students are candid and complete and demonstrate appropriate integrity (*Core Components 2.A and 2.B*).
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
- The institution meets HLC's requirements.
 - The institution meets HLC's requirements, but additional monitoring is recommended.
 - The institution does not meet HLC's requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate

reference).

Rationale:

On September 30, 2016 CCCK was granted Provisional Certification until March 31, 2019. The institution is in possession of Letters of Credit (August 31, 2016 is included with the Federal Compliance (FC) filing) and is on Heightened Cash Monitoring as determined by the DOE. CCCK contends that this financial management process (Heightened Cash Monitoring 1) has “allowed CCC to better manage funds, remain in compliance, and improve processes in both the Business Office and the Financial Aid Office.” During the visit the Team was provided with the Audit that notes that the institution is making progress and has stabilized their DOE responsibility score and have a plan to achieve an index of 1.5.

The College has an extensive list of findings from the OMB Circular A-133 portion of the three most recent audited financial statements (FY14, 15, 16). CCCK also included corrective measures in its FC filing.

The College reports that out of 10 findings, 7 were closed (1 was related to the Alcohol and Drug prevention report and 2 others were repeats that were dependent on finalization of Program Review as well as the Department’s Administrative Actions and Appeals Service Group).

The institution was provided with evidence on site, through information found in the Addendum from the Auditing Firm that the number of Financial Aid related findings dropped to just two findings for 2016-17 Audit. Both of these findings have been resolved. This indicates significant focus on process and tracking of financial aid as related to accountability.

The College reports that: “All actions that the institution has taken and intends to take is described in the Final Audit Determination as approved by the Department of Education. In addition, the most recent Audit, which is still finishing up, has already been confirmed to show the institution is in better standing financially than it was the previous year. This is in relation to overall findings, not specifically the CFI.”

***A DOE-Financial Aid letter dated May 17, 2017 (included in the Evidence File section of the Assurance System), indicated that the School Participation Division-Kansas City (SPD) completed its review of the fiscal year ended audited financial statements. The conclusion was: “In assessing the financial strength of CCC, our financial analyst reviewed the financial statements using the indicators that are set forth in regulations at 34 C.F.R. c 668.171. These statements yield a composite score of .7 out of a possible 3.0. A minimum score of 1.5 is necessary to meet the requirement of the financial standards. Accordingly, CCCK fails to meet the standards of financial responsibility as described in 34 C.F.R. ç 668.172. Financial Ratios. In view of its failure to meet the financial responsibility standards, CCCK may continue to participate in the Title IV, HEA programs by choosing one of two alternatives -- Letter of Credit or Provisional Certification Alternative. The institution continues to work toward improving its DOE responsibility score.

The institution has employed a Default Management process through SALT, which has resulted in a declining default rate: Year 1 (2014): 21.8%; Year 2 (2013): 22.4%; Year 3 (2012): 16.4%.

The institution participates in private loan programs and the disclosures were attached to the FC document. Loan information is disclosed on the Government Grants and Loans webpage.

Private loan information is provided on the Financial Aid Resources and Information page, which includes a link to FastChoice Lender Comparison.

The 2016 Campus Security report was linked to the website—it includes crime statistics for 2015. Incidents of criminal activity are minimal and there are no discernable patterns.

***One of the findings from the 2015 OMB was that CCK “failed to conduct a biennial review to evaluate the effectiveness of its Drug and Alcohol Abuse Prevention Program (DAAPP) and to assess the consistency of sanctions imposed for violations of its disciplinary standards and codes of conduct related to drugs and alcohol. As a result, the institution also failed to produce a report and supporting documentation regarding the findings of the review. Correction: The institution’s admission of non-compliance; the finding of violation is sustained. The Department’s review also indicated that the College’s action plan meets minimum requirements.” This finding was also noted in the 2016 report with the additional correction: “going forward, CCK must continue to develop its DAAPP and update its annual disclosure to ensure that it continues to accurately summarize the program. Most importantly, in light of the auditor’s finding, CCK must conduct substantive biennial reviews and produce detailed reports on the required cycle.” The biennial report for the Academic Years of 2017-2018 & 2018-2019 is attached to the Consumer Information page.

Student Right to Know disclosures are listed on the Consumer Information page or included in the academic catalog (but also referenced on the Consumer Information page). Data is included in the Data book (also linked to this page). Title IV disclosures and policies are included in the academic catalog which is linked to the Consumer Information page.

Satisfactory Academic Progress is included in the academic catalog.

It appears that there are no Consortial or Contractual relationships.

Additional monitoring, if any:

Required Information for Students and the Public

(See FCFI Questions 25–27 and Appendixes R and S)

1. Verify that the institution publishes accurate, timely and appropriate information on institutional programs, fees, policies and related required information. Verify that the institution provides this required information in the course catalog and student handbook and on its website.
2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:
 - The institution meets HLC’s requirements.
 - The institution meets HLC’s requirements, but additional monitoring is recommended.
 - The institution does not meet HLC’s requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate

reference).

Rationale:

Accurate and timely information about programs, fees, and policies is posted on the College website or included in the academic catalog and the student handbook.

Additional monitoring, if any:

Advertising and Recruitment Materials and Other Public Information

(See FCFI Questions 28–31 and Appendixes T and U)

1. Verify that the institution has documented that it provides accurate, timely and appropriately detailed information to current and prospective students and the public about its accreditation status with HLC and other agencies as well as about its programs, locations and policies.
 - Review the institution’s disclosure about its accreditation status with HLC to determine whether the information it provides is accurate, complete and appropriately formatted and contains HLC’s web address.
 - Review the institution’s disclosures about its relationship with other accrediting agencies for accuracy and for appropriate consumer information, particularly regarding the link between specialized/professional accreditation and the licensure necessary for employment in many professional or specialized areas.
 - Review the institution’s catalog, brochures, recruiting materials, website and information provided by the institution’s advisors or counselors to determine whether the institution provides accurate, timely and appropriate information to current and prospective students about its programs, locations and policies.
 - Verify that the institution correctly displays the Mark of Affiliation on its website.
2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:
 - The institution meets HLC’s requirements.
 - The institution meets HLC’s requirements, but additional monitoring is recommended.
 - The institution does not meet HLC’s requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

The HLC Mark of Affiliation is posted to the homepage of the College; it is linked to the HLC verification page.

A list of affiliations is included on page 8 of the academic catalog and letters of Licensure and Accreditation for Teacher Education were provided in Appendix W of the Federal Compliance report. The letters indicate that the College has been granted approval by the Kansas State Department of Education through 2023.

Additional monitoring, if any:

Review of Student Outcome Data

(See FCFI Questions 32–35 and Appendix V)

1. Review the student outcome data the institution collects to determine whether they are appropriate and sufficient based on the kinds of academic programs the institution offers and the students it serves.
 - Determine whether the institution uses this information effectively to make decisions about planning, academic program review, assessment of student learning, consideration of institutional effectiveness and other topics.
 - Review the institution's explanation of its use of information from the College Scorecard, including student retention and completion and the loan repayment rate.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
 - The institution meets HLC's requirements.
 - The institution meets HLC's requirements, but additional monitoring is recommended.
 - The institution does not meet HLC's requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

CCKK employs an Institutional Assessment Plan which serves as a guide for collecting, analyzing, and applying data. In addition to collecting data internally, at the department level, the College uses external instruments such as NSSE, SSI, and PSOL.

Specifically, CCKK collects Retention, Persistence, Completion, Employment, Salary, Graduate School Placement, Exit Survey, Critical Thinking, Diversity Index, Capstone Scores, Benchmarking Scores, Project & Presentation Scores.

The institution provides concrete examples of how it has made data-informed decisions to promote improvement.

CCK provides a link to the College Scorecard on its Office of Institutional Effectiveness webpage. The Scorecard indicates scores lower than average for retention, which is an issue that has been addressed in the Strategic Plan.

The College partners with SALT to address debt repayment.

Additional monitoring, if any:

Publication of Student Outcome Data

(See FCFI Questions 36–38)

1. Verify that the institution makes student outcome data available and easily accessible to the public. Data may be provided at the institutional or departmental level or both, but the institution must disclose student outcome data that address the broad variety of its programs.
 - Verify that student outcome data are made available to the public on the institution's website—for instance, linked to from the institution's home page, included within the top three levels of the website or easily found through a search of related terms on the website—and are clearly labeled as such.
 - Determine whether the publication of these data accurately reflects the range of programs at the institution.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
 - The institution meets HLC's requirements.
 - The institution meets HLC's requirements, but additional monitoring is recommended.
 - The institution does not meet HLC's requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

Student outcome data is linked to the Office of Institutional Effectiveness webpage. This page includes retention, persistence, and completion data, data books between 2013-2017 (2017-2018 is still pending), the Strategic Plan, a link to the College Scorecard, and reports and documents.

Triennial reports for specific departments are posted to the OIE webpage.

Additional monitoring, if any:

Standing With State and Other Accrediting Agencies

(See FCFI Questions 39–40 and Appendixes W and X)

1. Verify that the institution discloses accurately to the public and HLC its relationship with any other specialized, professional or institutional accreditors and with all governing or coordinating bodies in states in which the institution may have a presence.

The team should consider any potential implications for accreditation by HLC of a sanction or loss of status by the institution with any other accrediting agency or of loss of authorization in any state.

Note: If the team is recommending initial or continued status, and the institution is now or has been in the past five years under sanction or show-cause with, or has received an adverse action (i.e., withdrawal, suspension, denial or termination) from, any other federally recognized specialized or institutional accreditor or a state entity, then the team must explain the sanction or adverse action of the other agency in the body of the assurance section of the team report and provide its rationale for recommending HLC status in light of this action.

- Review the list of relationships the institution has with all other accreditors and state governing or coordinating bodies, along with the evaluation reports, action letters and interim monitoring plans issued by each accrediting agency.
 - Verify that the institution’s standing with state agencies and accrediting bodies is appropriately disclosed to students.
 - Determine whether this information provides any indication about the institution’s capacity to meet HLC’s Criteria for Accreditation. Should the team learn that the institution is at risk of losing, or has lost, its degree or program authorization in any state in which it meets state presence requirements, it should contact the HLC staff liaison immediately.
2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:

- The institution meets HLC’s requirements.
- The institution meets HLC’s requirements, but additional monitoring is recommended.
- The institution does not meet HLC’s requirements and additional monitoring is recommended.
- The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

Following a letter sent by the Kansas Board of Regents in March 2016 granting provisional renewal, the College lost its SARA recognition in January 2017 due to CFI concerns (this is currently being appealed by the College). In its January 2017 letter to the College, the Kansas Board of Regents noted that “Private institutions must have a federal financial responsibility index score of at least 1.5 (or 1.0 with justification acceptable to the state) to participate in SARA. The most recent financial responsibility index score confirmed by the U.S. Department

of Education for fiscal year 2015 is .8. Once your institution receives a confirmed score of at least 1.0, it may reapply to become a SARA participant.”

In response, the College has completed a state-by-state recognition process. State-by-state grievance contacts are linked on the college website (Student Grievance and Appeals Process page: <https://centralchristiancollege.worldsecuresystems.com/complaints>) and included in the college catalog. The status with each state is also listed in the catalog.

Additional monitoring, if any:

Public Notification of Opportunity to Comment (FCFI Questions 41–43 and Appendix Y)

1. Verify that the institution has made an appropriate and timely effort to solicit third-party comments. The team should evaluate any comments received and complete any necessary follow-up on issues raised in these comments.

Note: If the team has determined that any issues raised by third-party comments relate to the team’s review of the institution’s compliance with the Criteria for Accreditation, it must discuss this information and its analysis in the body of the assurance section of the team report.

- Review information about the public disclosure of the upcoming visit, including copies of the institution’s notices, to determine whether the institution made an appropriate and timely effort to notify the public and seek comments.
 - Evaluate the comments to determine whether the team needs to follow up on any issues through its interviews and review of documentation during the visit process.
2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:
 - The institution meets HLC’s requirements.
 - The institution meets HLC’s requirements, but additional monitoring is recommended.
 - The institution does not meet HLC’s requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

The College provided evidence that it announced the upcoming visit in a timely fashion and through various means (electronically and through print).

Additional monitoring, if any:

Competency-Based Programs Including Direct Assessment Programs/Faculty-Student Engagement

(See FCFI Questions 44–47)

1. Verify that students and faculty in any direct assessment or competency-based programs offered by the institution have regular and substantive interactions: the faculty and students communicate on some regular basis that is at least equivalent to contact in a traditional classroom, and that in the tasks mastered to assure competency, faculty and students interact about critical thinking, analytical skills, and written and oral communication abilities, as well as about core ideas, important theories, current knowledge, etc. (Also, confirm that the institution has explained the credit hour equivalencies for these programs in the credit hour sections of the Federal Compliance Filing.)
 - Review the list of direct assessment or competency-based programs offered by the institution.
 - Determine whether the institution has effective methods for ensuring that faculty in these programs regularly communicate and interact with students about the subject matter of the course.
 - Determine whether the institution has effective methods for ensuring that faculty and students in these programs interact about key skills and ideas in the students' mastery of tasks to assure competency.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
 - The institution meets HLC's requirements.
 - The institution meets HLC's requirements, but additional monitoring is recommended.
 - The institution does not meet HLC's requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

N/A

Additional monitoring, if any:

Institutional Materials Related to Federal Compliance Reviewed by the Team

Provide a list of materials reviewed here:

CCCK website: <http://www.centralchristian.edu/>

Academic catalog: <http://www.centralchristian.edu/academics/Catalogs/2017-2018%20FINAL%20Catalog%20Addendum%2001.pdf>

Student Handbook: http://www.centralchristian.edu/_Assets/Student/Current%20Handbook%202017-18.pdf

Data Book: <http://www.centralchristian.edu/OIR/Retention%20Data.pdf>

Student Complaints: <https://centralchristiancollege.worldsecuresystems.com/complaints>

Transfer Policies:

https://centralchristiancollege.worldsecuresystems.com/_Assets/Consumer%20Information/Transfer%20Policies.pdf

Transfer and Articulation Agreements:

https://centralchristiancollege.worldsecuresystems.com/_Assets/Consumer%20Information/Transfer%20Policies.pdf

Student Right to Know: <http://www.centralchristian.edu/consumer-information>

Student Outcome Data: <http://www.centralchristian.edu/OIR/Data%20Books/Data%20Book%202016-2017.pdf>

Office of Institutional Effectiveness:

<http://www.centralchristian.edu/Default.aspx?PageID=14523819&A=SearchResult&SearchID=6472541&ObjectID=14523819&ObjectType=1>

Traditional academic term calendar: <http://www.centralchristian.edu/academic-calendar>

Non-traditional academic term calendar:

http://www.centralchristian.edu/_Assets/Calendars/Online%20and%20Excel%202017.pdf

State-by-state grievance contacts: <https://centralchristiancollege.worldsecuresystems.com/complaints>

Advertising and Recruitment: <https://myonline.centralchristian.edu/>

DOE College Scorecard: <https://collegescorecard.ed.gov/school/?154855-Central-Christian-College-of-Kansas>

Student Outcome Data:

<http://www.centralchristian.edu/Default.aspx?PageID=14523819&A=SearchResult&SearchID=6526956&ObjectID=14523819&ObjectType=1>

Grants and Loans: <http://www.centralchristian.edu/government-grants-loans>

Financial Aid Resources and Information (including Private Loans): <http://www.centralchristian.edu/financial-aid>

Cost and Aid: <http://www.centralchristian.edu/cost-aid>

DEO-Financial Aid (2017)—included in the Evidence File section:

https://hlc.blob.core.windows.net/assuranceproject-2869/70ae2f43070a4a7fa0b52f449531c50c%5C1272_20170517_Department_of_Education_-_Federal_Student_Aid.pdf?sv=2016-05-31&sr=b&sig=DXLI%2Frgy%2BnQKI36O5uOpnBFTPtB%2BOtdZXyl21wO1unw%3D&se=2018-02-04T13%3A23%3A06Z&sp=r

OMB Circular A-133 (2017)—included in the Evidence File section:

https://hlc.blob.core.windows.net/assuranceproject-2869/d707ad6955a04639a55ab91df71c9034%5C1272_20170525_Department_of_Education_-_A-133_Review.pdf?sv=2016-05-31&sr=b&sig=3WZROWGx23QLbPyFHkbb69oyjLyXJleCArWJr5ObRM8%3D&se=2018-02-04T13%3A24%3A27Z&sp=r

Campus Crime and Security:

https://centralchristiancollege.worldsecuresystems.com/_Assets/Consumer%20Information/Campus%20Security%20Report%202017.pdf

Student Right to Know:

<http://www.centralchristian.edu/Default.aspx?PageID=13660583&A=SearchResult&SearchID=6556295&ObjectID=13660583&ObjectType=1>

Drug and Alcohol Prevention: www.centralchristian.edu/_Assets/Consumer%20Information/Biennial-ADAP-Report-2017-19.pdf



Team Worksheet for Evaluating an Institution's Assignment of Credit Hours and Clock Hours

Institution Under Review: Central Christian College of Kansas

Review the *Worksheet for Institutions on the Assignment of Credit Hours and Clock Hours*, including all supplemental materials. Applicable sections and supplements are referenced in the corresponding sections and questions below.

Part 1. Institutional Calendar, Term Length and Type of Credit

Instructions

Review Section 1 of Appendix A. Verify that the institution has calendar and term lengths within the range of good practice in higher education.

Responses

A. Answer the Following Question

1. Are the institution's calendar and term lengths, including non-standard terms, within the range of good practice in higher education? Do they contribute to an academic environment in which students receive a rigorous and thorough education?

Yes No

Comments:

CCC has a traditional term length of 15 weeks which is within the range of good practice. The summer schedule is 16 weeks, which is within the range of good practice (the semester runs from early May until late August).

The College includes a 24 week term that applies to a modular (year long) program. Each 24 weeks is considered a semester, with four six week terms embedded in each semester. This term is considered non-standard because of a Financial Aid designation.

Note: The College includes Non-Standard (Residential) - EXOL/EXMN Term in Supplement A1. The ALO explained that this designation referred to “an accelerated evening program for adults. Those classes followed the same semester/term schedule as the online program, but ran 5 weeks – one week off. Students meet once a week face-to-face for four hours and then completed other course work outside those times.” It was also explained that this program has been discontinued due to the shift to online offerings.

The following charts (they are combined below) were provided by the ALO via email:

Chart 1			
Residential	Fall/Spring/Summer	16 Week Semesters (Standard) - Synchronous	Current
Online	Modular (8- start dates a year)	24 Week Semesters, with four six-week terms (Non-Standard) - Asynchronous	Current
Adult Evening (Degree Completion)	Modular (8- start dates a year)	24 Week Semesters, with four five-week terms (following the same schedule as online, but a week of between courses) – Synchronous (four-hours one night a week)	Ended
Chart 2			
Delivery Mode	Seat Time	Learning Activities	
Residential (Synchronous)	3(15x50)=2,250	150 minutes/Week=2,250 30 minutes/day	
Online (Asynchronous)		750 minutes/week = 4,500 2-Hours/day	
EXCEL (Blended)	1(5x240)=1,200	660 minutes/week = 3,300 1.5 hours/day	

B. Recommend HLC Follow-Up, If Appropriate

Is any HLC follow-up required related to the institution’s calendar and term length practices?

Yes No

Rationale:

N/A

Identify the type of HLC monitoring required and the due date:

Part 2. Policy and Practices on Assignment of Credit Hours

Instructions

Review Sections 2–4 of the *Worksheet for Institutions on the Assignment of Credit Hours and Clock Hours*, including supplemental materials as noted below. In assessing the appropriateness of the credit allocations provided by the institution the team should complete the following steps. The outcomes of the team’s review should be reflected in its responses below.

1. **Format of Courses and Number of Credits Awarded.** Review the *Form for Reporting an Overview of Credit Hour Allocations and Instructional Time for Courses* (Supplement A1 to the *Worksheet for Institutions*) completed by the institution, which provides an overview of credit hour assignments across institutional offerings and delivery formats.
2. Scan the course descriptions in the catalog and the number of credit hours assigned for courses in different departments at the institution (see Supplements B1 and B2 to *Worksheet for Institutions*, as applicable).
 - At semester-based institutions courses will be typically be from two to four credit hours (or approximately five quarter hours) and extend approximately 14–16 weeks (or approximately 10 weeks for a quarter). The descriptions in the catalog should reflect courses that are appropriately rigorous and have collegiate expectations for objectives and workload. Identify courses/disciplines that seem to depart markedly from these expectations.
 - Institutions may have courses that are in compressed format, self-paced, or otherwise alternatively structured. Credit assignments should be reasonable. (For example, as a full-time load for a traditional semester is typically 15 credits, it might be expected that the norm for a full-time load in a five-week term is 5 credits; therefore, a single five-week course awarding 10 credits would be subject to inquiry and justification.)
 - Teams should be sure to scan across disciplines, delivery mode and types of academic activities.
 - Federal regulations allow for an institution to have two credit-hour awards: one award for Title IV purposes and following the federal definition and one for the purpose of defining progression in and completion of an academic program at that institution. HLC procedure also permits this approach.

3. Scan course schedules to determine how frequently courses meet each week and what other scheduled activities are required for each course (see Supplement B3 to *Worksheet for Institutions*). Pay particular attention to alternatively structured or other courses completed in a short period of time or with less frequently scheduled interaction between student and instructor that have particularly high credit hour assignments.
4. Sampling. Teams will need to sample some number of degree programs based on the headcount at the institution and the range of programs it offers.
 - For the programs sampled, the team should review syllabi and intended learning outcomes for several courses, identify the contact hours for each course, and review expectations for homework or work outside of instructional time.
 - At a minimum, teams should anticipate sampling at least a few programs at each degree level.
 - For institutions with several different academic calendars or terms or with a wide range of academic programs, the team should expand the sample size appropriately to ensure that it is paying careful attention to alternative format and compressed and accelerated courses.
 - Where the institution offers the same course in more than one format, the team is advised to sample across the various formats to test for consistency.
5. **Direct Assessment or Competency-Based Programs.** Review the information provided by the institution regarding any direct assessment or competency-based programs that it offers, with regard to the learning objectives, policies and procedures for credit allocation, and processes for review and improvement in these programs.
6. **Policy on Credit Hours and Total Credit Hour Generation.** With reference to the institutional policies on the assignment of credit provided in Supplement A2 to *Worksheet for Institutions*, consider the following questions:
 - Does the institution's policy for awarding credit address all the delivery formats employed by the institution?
 - Does that policy address the amount of instructional or contact time assigned and homework typically expected of a student with regard to credit hours earned?
 - For institutions with courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy also equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the time frame allotted for the course?
 - Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that HLC will expect that credit hour policies at public

institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

- If so, is the institution's assignment of credit to courses reflective of its policy on the award of credit?
 - Do the number of credits taken by typical undergraduate and graduate students, as well as the number of students earning more than the typical number of credits, fall within the range of good practice in higher education?
7. If the answers to the above questions lead the team to conclude that there may be a problem with the credit hours awarded the team should recommend the following:
- If the problem involves a poor or insufficiently detailed institutional policy, the team should call for a revised policy as soon as possible by requiring a monitoring report within no more than one year that demonstrates the institution has a revised policy and provides evidence of implementation.
 - If the team identifies an application problem and that problem is isolated to a few courses or a single department, division or learning format, the team should call for follow-up activities (a monitoring report or focused evaluation) to ensure that the problems are corrected within no more than one year.
 - If the team identifies systematic noncompliance across the institution with regard to the award of credit, the team should notify the HLC staff immediately and work with staff members to design appropriate follow-up activities. HLC shall understand systematic noncompliance to mean that the institution lacks any policies to determine the award of academic credit or that there is an inappropriate award of institutional credit not in conformity with the policies established by the institution or with commonly accepted practices in higher education across multiple programs or divisions or affecting significant numbers of students.

Worksheet on Assignment of Credit Hours

A. Identify the Sample Courses and Programs Reviewed by the Team

Programs and Course Descriptions

Management: Bachelor of Science in Management

Pastoral Ministry: Bachelor of Arts in Ministry

Aviation: Bachelor of Science in Aviation (Accelerated)

General Studies: Associates of Arts

Psychology: Bachelor of Science in Psychology (Online)

Syllabi

SP-AC 134/334 Weight Training I/II

SP-SH 201 First Aid

NS-MA 104 College Algebra

NS-PH 205 General Physics I

SS-PY 330- 3 Abnormal Psychology

EX-MG 420 Business Law EXCEL

Business Law (online)-no section number provided on the syllabus

BS-MG- 357LEC1 Business Law

Civics, History, and Social Responsibility (online)-no section number provided on the syllabus

SS-PO 210 History, Civics, and Social Responsibility

Survey of Contemporary Mathematics (online)-no section number provided on this syllabus

EN-CP 105 College Writing and Research

EN-CP 112 Writing for College

EN-CP 121 College Writing and Research

NS-MA-201 Survey of Contemporary Mathematics

Residential Academic Schedule: <http://www.centralchristian.edu/course-offerings>

Course Offerings (Online) Schedule:

http://www.centralchristian.edu/_Assets/Course%20Offering/Online%20Offering.pdf

B. Answer the Following Questions

1. Institutional Policies on Credit Hours

- a. Does the institution's policy for awarding credit address all the delivery formats employed by the institution? (Note that for this question and the questions that follow an institution may have a single comprehensive policy or multiple policies.)

Yes

No

Comments:

The Credit Hour policy (Supplement A2) is detailed and follows the federal definition of a Credit Hour. It is explained that "one credit hour (50 minute period) of classroom or direct faculty instruction and a minimum of two hours of out of class student work (50 minutes multiplied by 2 = 100 minutes) each week, for approximately fifteen weeks (less breaks/holidays – [7 days on average]) for one semester or the equivalent amount of work

(1500 minutes) over a different amount of time.” The definition also determines that “at least an equivalent amount of work as required in the above definition for other activities as recognized by the department, including laboratory work, internships, practica, studio work, and other academic work leading toward the award of credit hours.”

- b. Does that policy relate the amount of instructional or contact time provided and homework typically expected of a student to the credit hours awarded for the classes offered in the delivery formats offered by the institution? (Note that an institution’s policy must go beyond simply stating that it awards credit solely based on assessment of student learning and should also reference instructional time.)

Yes No

Comments:

(See above)

- c. For institutions with non-traditional courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the time frame and utilizing the activities allotted for the course?

Yes No

Comments:

The second chart on the first page of this credit hour document explains credit hours for alternative formats, which are within acceptable range of good practice.

- d. Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that HLC will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

Yes No

Comments:

2. Application of Policies

- a. Are the course descriptions and syllabi in the sample academic programs reviewed by the team appropriate and reflective of the institution’s policy on the award of credit? (Note that HLC will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

Yes No

Comments:

Syllabi checked accurately the definition as determined by the credit hour policy.

- b. Are the learning outcomes in the sample reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution's policy on the award of credit?

Yes No

Comments:

Learning outcomes are included in the syllabi sampled and are reflective of CCCK's policy on the award of credits.

- c. If the institution offers any alternative-delivery or compressed-format courses or programs, are the course descriptions and syllabi for those courses appropriate and reflective of the institution's policy on the award of academic credit?

Yes No

Comments:

CCCK course descriptions and syllabi reflect the institution's policy on awarding of academic credit.

- d. If the institution offers alternative-delivery or compressed-format courses or programs, are the learning outcomes reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution's policy on the award of credit? Are the learning outcomes reasonable for students to fulfill in the time allocated, such that the allocation of credit is justified?

Yes No

Comments:

- e. Is the institution's actual assignment of credit to courses and programs across the institution reflective of its policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

Yes No

Comments:

C. Recommend HLC Follow-up, If Appropriate

Review the responses provided in this worksheet. If the team has responded “no” to any of the questions above, the team will need to assign HLC follow-up to assure that the institution comes into compliance with expectations regarding the assignment of credit hours.

Is any HLC follow-up required related to the institution’s credit hour policies and practices?

Yes No

Rationale:

Identify the type of HLC monitoring required and the due date:

D. Systematic Noncompliance in One or More Educational Programs With HLC Policies Regarding the Credit Hour

Did the team find systematic noncompliance in one or more education programs with HLC policies regarding the credit hour?

Yes No

Identify the findings:

Rationale:

Part 3. Clock Hours

Instructions

Review Section 5 of *Worksheet for Institutions*, including Supplements A3–A6. Before completing the worksheet below, answer the following question:

Does the institution offer any degree or certificate programs in clock hours or programs that must be reported to the Department of Education in clock hours for Title IV purposes even though students may earn credit hours for graduation from these programs?

Yes No

If the answer is “Yes,” complete the “Worksheet on Clock Hours.”

Note: This worksheet is not intended for teams to evaluate whether an institution has assigned credit hours relative to contact hours in accordance with the Carnegie definition of the credit hour. This worksheet solely addresses those programs reported to the Department of Education in clock hours for Title IV purposes.

Non-degree programs subject to clock hour requirements (for which an institution is required to measure student progress in clock hours for federal or state purposes or for graduates to apply for licensure) are not subject to the credit hour definitions per se but will need to provide conversions to semester or quarter hours for Title IV purposes. Clock hour programs might include teacher education, nursing or other programs in licensed fields.

Federal regulations require that these programs follow the federal formula listed below. If there are no deficiencies identified by the accrediting agency in the institution's overall policy for awarding semester or quarter credit, the accrediting agency may provide permission for the institution to provide less instruction so long as the student's work outside class in addition to direct instruction meets the applicable quantitative clock hour requirements noted below.

Federal Formula for Minimum Number of Clock Hours of Instruction (34 CFR §668.8):

- 1 semester or trimester hour must include at least 37.5 clock hours of instruction
- 1 quarter hour must include at least 25 clock hours of instruction

Note that the institution may have a lower rate if the institution's requirement for student work outside of class combined with the actual clock hours of instruction equals the above formula provided that a semester/trimester hour includes at least 30 clock hours of actual instruction and a quarter hour includes at least 20 semester hours.

Worksheet on Clock Hours

A. Answer the Following Questions

1. Does the institution's credit-to-clock-hour formula match the federal formula?

- Yes No

Comments:

2. If the credit-to-clock-hour conversion numbers are less than the federal formula, indicate what specific requirements there are, if any, for student work outside of class.

3. Did the team determine that the institution's credit hour policies are reasonable within the federal definition as well as within the range of good practice in higher education? (Note that if the team answers "No" to this question, it should recommend follow-up monitoring in section C below.)

- Yes No

Comments:

4. Did the team determine in reviewing the assignment of credit to courses and programs across the institution that it was reflective of the institution's policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

Yes No

Comments:

B. Does the team approve variations, if any, from the federal formula in the institution's credit-to-clock-hour conversion?

Yes No

C. Recommend HLC Follow-up, If Appropriate

Is any HLC follow-up required related to the institution's clock hour policies and practices?

Yes No

Rationale:

Identify the type of HLC monitoring required and the due date:

Institutional Status and Requirements Worksheet

INSTITUTION and STATE: Central Christian College of Kansas, KS

TYPE OF REVIEW: Standard Pathway Comprehensive Evaluation

DESCRIPTION OF REVIEW: Year 4 Comprehensive Evaluation. The institution was granted an extension until September 1, 2022 to become compliant to the faculty qualification requirement. Evaluation includes a Federal Compliance reviewer.

DATES OF REVIEW: 2/12/2018 - 2/13/2018

No Change in Institutional Status and Requirements

Accreditation Status

Nature of Institution

Control: Private NFP

Recommended Change: NO CHANGE

Degrees Awarded: Associates, Bachelors

Recommended Change: NO CHANGE

Reaffirmation of Accreditation:

Year of Last Reaffirmation of Accreditation: 2013 - 2014

Year of Next Reaffirmation of Accreditation: 2023 - 2024

Recommended Change: NO CHANGE

Accreditation Stipulations

General:

No prior Commission approval required for additional programs under the Bachelor of Science degree.

Recommended Change: NO CHANGE

Institutional Status and Requirements Worksheet

Additional Location:

Prior HLC approval required.

Recommended Change: NO CHANGE

Distance and Correspondence Courses and Programs:

Approved for distance education courses and programs. The institution has not been approved for correspondence education.

Recommended Change: NO CHANGE

Accreditation Events

Accreditation Pathway

Standard Pathway

Recommended Change: NO CHANGE

Upcoming Events

Comprehensive Evaluation: 2023 - 2024

The team should review that the institution has completed its plan to come into compliance with the faculty qualification requirement.

Recommended Change: NO CHANGE

Monitoring

Upcoming Events

None

Recommended Change: Interim Report – 11/1/2020 – Institutional Finances

Institutional Data

Educational Programs

Undergraduate

Certificate	0	_____
Associate Degrees	3	_____
Baccalaureate Degrees	18	_____

Graduate

Master's Degrees	0	_____
Specialist Degrees	0	_____

**Recommended
Change: NO
CHANGE**

Institutional Status and Requirements Worksheet

Doctoral Degrees

0

Extended Operations

Branch Campuses

None

Recommended Change: NO CHANGE

Additional Locations

None

Recommended Change: NO CHANGE

Correspondence Education

None

Recommended Change: NO CHANGE

Distance Delivery

39.06 - Theological and Ministerial Studies, Bachelor, Bachelor - 39.06 Theological and Ministerial Studies (Ministry Leadership)

42. - PSYCHOLOGY, Bachelor, Psychology

43.01 - Criminal Justice and Corrections, Bachelor, Bachelor - 43.01 Criminal Justice and Corrections (Bachelor of Science in Criminal Justice)

51.07 - Health and Medical Administrative Services, Bachelor, Bachelor of Business Administration: Healthcare Management

51.0701 - Health/Health Care Administration/Management, Bachelor, Bachelor - 51.0701 Health/Health Care Administration/Management (Bachelor of Business Administration: Healthcare Management)

51.0701 - Health/Health Care Administration/Management, Bachelor, Bachelor - 51.0701 Health/Health Care Administration/Management (Bachelor of Science in Healthcare Administration)

52.0213 - Organizational Leadership, Bachelor, Bachelor - 52.0213 Organizational Leadership (Bachelor of Science in Business: Organizational Leadership)

None

NO CHANGE

Contractual Arrangements

49.0101 Aeronautics/Aviation/Aerospace Science and Technology, General - Bachelor - Aviation - International Aero Academy, Ltd

Institutional Status and Requirements Worksheet

None

Recommended Change: NO CHANGE

Consortial Arrangements

None

Recommended Change: NO CHANGE
