

Assurance Argument

North Central Kansas Technical College - KS

9/16/2019

1 - Mission

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

1.A - Core Component 1.A

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

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

Argument

Mission:

North Central Kansas Technical College delivers applied, innovative and personalized education to empower learners, enrich lives, develop skilled professionals and strengthen economic systems.

Vision:

North Central Kansas Technical College is dedicated to being a leader in workforce development by maximizing value for students, employers and communities through educational excellence.

Values:

Achieving excellence with integrity through:

Dedication

Innovation

Collaboration

Communication

1A.1

The [current mission documents](#) reflect the third iteration of North Central Kansas Technical College's (NCK Tech) mission, representing the growth of the institution. The previous mission statement, adopted in 1997, marked the transition of the institution from a vocational school to a technical college. The statement was drafted to encompass the broad range of services NCK Tech provided to its constituents. While this mission statement continued to be an umbrella for all NCK

Tech does, the college community felt it did not speak to the specific identity of NCK Tech. In preparing for the development of a new strategic plan in fall 2013, the College decided to begin the review process of the mission.

The review and development of the current mission documents entailed a two-year, whole team approach. Through a series of [Teamwork Days](#) (NCK Tech's professional development/engagement days), faculty, staff, and administrators worked through the process beginning with an analysis of institutional strengths and weaknesses, coming up with key terms and words to be included in the mission documents. Each team developed a mission, vision and values document to present with rationale behind the choice of terms and words. The administrative team collected each team's response and combined commonalities into a draft mission statement, which was then reviewed by the campus community, and lastly [approved by the Board of Trustees in 2014](#). The College submitted a Substantive Change Request with the new mission to the Higher Learning Commission; the [new mission documents were approved](#) without the need for further action from the Commission.

The review process of the mission documents resides with the [Strategic Planning Committee](#) comprised of faculty and staff from each campus. Annually, all faculty and staff are asked to rate their opinion on all the aspects of the mission documents through the Employee Satisfaction Survey. Before beginning the [cycle of developing](#) the strategic plan, the committee reviews the results of the climate survey and the mission documents. If the committee determines the mission documents need to be updated, the review will be brought to the larger campus community. The next planning cycle will begin in spring 2020.

1A.2

NCK Tech's programs and services are consistent with our mission and the region it serves. The College looks toward the mission documents as guidance in developing academic and support programs. The enrollment profile is consistent with the mission and the region.

Academic Programs

The mission documents show NCK Tech's commitment to being a leader in developing skilled professionals and strengthening economic development. The College's programs prepare students for innovative careers, offering [twelve AAS degree programs and nine certificate programs](#) in four key areas: transportation; health; business and technology; and construction. Through an internal [program review process](#) and bi-annual [advisory board meetings](#), program curriculum is reviewed to stay current with industry practices and maintain rigor. In several programs, students sit for industry credentialing exams and can earn a professional credential and/or licensure prior to graduation. These exams make NCK Tech graduates marketable in business and industry. They also serve as an assessment tool for many programs. Credentials in relation to academic rigor are further discussed in Criterion Three and Four.

NCK Tech, per the mission, delivers applied, innovative education using the latest in technology. Throughout each campus examples of innovative equipment and technology exists. The federal [Carl Perkins grant](#), along with state funds, allows the institution to purchase equipment and provide professional development in the latest industry technology. NCK Tech's industry partners support the mission by providing equipment, time and materials to support applied and innovative education.

Support Services

NCK Tech offers a wide-variety of student support services as stated in the mission, to “empower learners.” The [Student Success Center](#) is home to tutoring, academic accommodations, testing and library services. Located on the Beloit campus, the [Dean of Student Success](#) coordinates tutoring and accommodations for students on both campuses. The College has an agreement, [the Gateway Program](#), with Fort Hays State University (FHSU) for the Hays campus students support services. Through Gateway, Hays campus students have access to the FHSU library, student activities, recreation and academic assistance to name a few of the resources available.

Leadership opportunities to “enrich lives” are available on both campuses through [Student Senate](#) and the [Student Ambassador’s](#) program. Students are involved in [co-curricular](#) and extra-curricular activities, compete in national [Skills](#) competitions, and pursue [internship opportunities](#) within their respective fields of study.

Enrollment Profile

NCK Tech does not adhere to a set service area for recruiting, but the majority of students served by the College come from the [surrounding counties of each campus](#). The enrollment profile is consistent with the region and aligns with our mission of preparing students for the workforce. The mission documents reference workforce development but still focus on life-long learning through empowering learners. Many students enroll at NCK Tech to pursue career choices versus matriculating to a four-year institution. NCK Tech has worked to create [articulation agreements](#) with several four-year institutions to provide opportunities for students to continue education.

1A.3

Planning and budgeting priorities align with the mission and NCK Tech’s strategic plan, ASPIRE 2022. ASPIRE 2022’s four strategic priorities are:

- Academic Excellence
- Student Success
- Partnerships
- Efficiency

The first three priorities align with the mission’s focus on student-centered education to strengthen communities and those the College serves. The fourth priority – Efficiency – points to the College’s goal to be good stewards of resources to meet the mission.

The budget shows a [priority to instruction](#), the foundation of the College’s mission. To support the priority of Student Success, NCK Tech joined the [HLC Persistence and Completion Academy](#). The institution committed funds for the four-year project, prioritizing student success as per the mission and ASPIRE 2022. From academy work, two new initiatives supporting student success were launched and institutionalized. See Core Component 4C for further discussion on these initiatives. Detailed discussion of budgeting and alignment with the mission and planning is located in 5C.1.

Sources

- 3.B.4 Student Senate
- 3.D.4. Student Success Center
- bdmgtagendamvv

- Criterion 1 - Internship Guidelines Handbook 2018-19
- Criterion 1 - 1.A.2 12 AAS Degree Programs 11 Certificate Programs
- Criterion 1 - 1.A.2 FHSU Articulation Agreements
- Criterion 1 - 1.A.3 ASPIRE 2022
- Criterion 1 - 1.A.3 Mission Statement
- Criterion 1 - 1.B.1 Mission Statement
- Criterion 1 - 1.B.2 Job Placement Article
- Criterion 1 - 1.B.2 Mission Vision Values Statement
- Criterion 1 - 1.B.3 Admissions Process
- Criterion 1 - 1.B.3 Job Placement Article
- Criterion 1 - 1.B.3 Mission Vision Values Statement
- Criterion 1 - 1.C.1. NCK Tech Board of Trustees
- Criterion 1 - 1.C.1. Population Stats National Center for Education Statistics
- Criterion 1 - 1.C.2 Beloit Campus Fall General Education Schedule
- Criterion 1 - 1.C.2. Hays Campus General Education Schedule Fall 2019
- Criterion 1 - 1.D.1. High School Students
- Criterion 1 - 1.D.2 NCK Tech Board of Trustees
- Criterion 1 - 1.D.3 ASPIRE 2022
- Criterion 1 - 1A.1 Mission
- Criterion 1 - 212 Award
- Criterion 1 - 9.11.2018 Forbes
- Criterion 1 - 9.21.2018 Oktoberfest Drive Thru
- Criterion 1 - About SkillsUSA Kansas
- Criterion 1 - Advisory Mtg.Dates
- Criterion 1 - Advisory Committee Handbook
- Criterion 1 - ASPIRE 3.C.3-Beloit Conference Room Use
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- Criterion 1 - bdmn 14 042814
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- Criterion 1 - NCK Tech Strategic Planning Membership Terms - 9-18

- Criterion 1 - NCK_Tech_Viewbook_2019
- Criterion 1 - Oktoberfest Flyer_F17
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- Criterion 1 - Review overview1920
- Criterion 1 - SkillsUSA Kansas
- Criterion 1 - Strategic Plan-Launch (1)
- Criterion 1 - Strategic Planning Committee
- Criterion 1 - Student Ambassador Job Description
- Criterion 1- 1.D.1 Mission Vision Values Statement
- Criterion 3 - NCK Tech Perkins Local Application Signed
- Criterion 5 - Expense by Functional Category
- Criterion 5 FHSU Gateway Agreement (9-9-19)
- Day 1 Agenda 9-17-18
- DeanofStudentSuccess Jul2019
- Enrollment Comparison by County (2017-19)
- PCA Signed Agreement

1.B - Core Component 1.B

The mission is articulated publicly.

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

Argument

1B.1

NCK Tech clearly articulates its [mission documents](#) through various public documents and resources. The mission documents are prevalent throughout the institution and institutional documentation. The mission is at the forefront of committee meetings and professional development activities on campus. Per example, the mission statement is incorporated into the [agenda](#) of monthly Board of Trustees meetings and included in the [agenda of administrative cabinet meetings](#). The mission documents are posted on NCK Tech's public website and printed in campus literature including the [College Catalog](#), [College Handbooks](#), Board Policy, [Student Viewbook](#), and [Strategic Plan](#) document. The College uses a [syllabus template](#) via the curriculum management software – WIDS, which includes the mission statement on all syllabi. The mission documents are posted in all classrooms, labs, and student areas.

Each fall and spring, the College recognizes one employee for going above and beyond to serve students and support the mission with the [212 Award](#). The award is based on the book by Sam Parker, *212 The Extra Degree*. Essentially, the extra degree can result in extraordinary results. The 212 Award recipient is nominated by peers and selected by a committee of past awardees. Starting fall 2019, each campus will begin recognizing "[Mission Drivers](#)." Faculty, staff and students can be noted on a public board posted on each campus for their dedication and actions to support the mission. Postings will be read and recognized during the monthly Board of Trustee's meeting. Both of these initiatives point to how NCK Tech articulates and lives out the mission daily.

1B.2

As mentioned in 1A.1, the mission documents are current and address the role of the institution as a leading technical college within the region serving the needs of our communities and employers. The mission documents were updated in order to focus on the personalized and applied education NCK Tech delivers. The College's Vision Statement, as part of the mission documents, further specifies the core of the College to serve as a leader in workforce development and technical education. NCK Tech has established itself as a leader in workforce education. The College has been recognized nationally for its high graduation and placement rate with a three-year average [placement rate of 97%](#). The College is confident in the education and skills provided to students offering a [job](#)

[placement guarantee](#).

The College strives to maximize value for students. Students are trained using the latest industry technology. As an example, students within the Heavy Equipment Operation program train on current equipment through a [lease program with industry partners](#). NCK Tech is cognizant about rising education costs and works to keep tuition costs affordable per value. The College continues to maintain educational excellence as demonstrated by high pass rates on credentialing exams such as the Nursing NCLEX exam and national rankings earned by NCK Tech students in skilled competitions, [Skills USA](#) and Business Professionals of America at the state and national level.

The value NCK Tech provides the local communities lies within the students through volunteer service and future employment. Students perform public service in each respective community including: [flu shot clinics](#); health fairs; [participation in local festivals](#) and community celebrations; set-up of the Isle of Lights, a large local festive light display; and working with the [City of Hays](#) on city improvements. The College delivers an [economic impact](#) to the region. Anecdotally, NCK Tech shows service to the economic public good through the number of regional employers who continually seek out NCK Tech graduates each May.

NCK Tech's Core Values, the third part of the mission documents, address the Midwestern values common to the region, focusing on communication, honesty and hard-work. The Core Values – dedication, innovation, communication and collaboration – emphasize the commitment of the institution in the role it plays in the communities and the lives of students. These same values are echoed within the communities and students NCK Tech serves. Because of these values, NCK Tech students are in demand as demonstrated by the College's [consistently high graduate placement rate](#).

[The Strategic Plan, ASPIRE 2022](#), and several processes work to connect the mission documents to the day to day workings of the institution. The mission documents are included in committee meeting structures including agendas and [committee documents](#). Faculty are asked to connect the mission documents to instruction during the budgeting process by connecting requests and resources to the mission and ASPIRE 2022 during [Program Review](#), the program self-study section includes reflection on how each program is fulfilling the mission (see 3A.1 and 4A.1).

1B.3

The mission document specifically refers to student, employers and communities as the intended constituents of the institution. As an [open-admissions institution](#), NCK Tech welcomes all people. The College programs are [accessible](#) independent of background, socio-economic status, gender, etc.

The mission defines the scope of the academic programs. Mission documents and the vision statement specify NCK Tech will be a leader in workforce development; therefore, the programs offered provide hands-on technical education to equip graduates to be work-ready.

The College serves employers and industry within the region by producing career-ready graduates. Each program maintains and meets regularly with an [advisory group](#) to validate curriculum and provide insight into industry. Advisory members and employers have been asking for several years to add more “soft skills” into the program areas (all programs at NCK Tech include general education requirements). In response, the College brought in trainers for the curriculum, [Bring Your A Game to Work](#) to introduce soft-skills to students. Programs such as Business Management, Business Technology, Information Technology and Heavy Equipment incorporated the curriculum into their programs. Academic year 2019, will be the first assessment cycle of [NCK Tech's Essential Skills](#)

developed to measure the skills and traits employers have requested. See Criterion 4 for additional discussion on Essential Skills.

The College serves the communities where each campus resides. [Community and industry groups](#) use campus space for trainings and meetings. The College offers classes for enrichment or continuing education. Employers in the region gain valuable employees from the College. Through [independent rating groups](#), NCK Tech ranks first in job placement.

Sources

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- Criteiron 1 - Internship Guidelines Handbook 2018-19
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- Criterion 1.B.1 Cabinet Mtg (Agenda)-2.6.19 (1)
- Criterion 3 - NCK Tech Essential Skills
- Criterion 3 - NCK Tech Perkins Local Application Signed
- Criterion 3 - SkillsUSA Kansas
- Criterion 3 - Syllabus WL106A DB
- Economic Impact Study (Executive Summary)
- Job Placement Guarantee Policy

1.C - Core Component 1.C

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

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

Argument

1C.1

The College's mission documents are inclusive and allow the institution to address its role in a multicultural society. The composition of the student body and faculty and staff are in-line with the [diversity of the region](#). The institution serves a diverse population represented via gender, age, socio-economic status and ethnicity.

NCK Tech cultivates respect for diversity in students and the College community. NCK Tech's Board of Trustees adopted [Principles of Community](#) for all employees and students emphasizing the importance of creating a respectful space for all. In addition, [ASPIRE 2022](#) includes a goal to foster a respectful culture: Goal 2C – [Foster a Safe, Respectful Culture of Inclusion and Engagement](#). To make progress towards Goal 2C, the College partnered with local [domestic violence agencies](#) to provide training and information to employees and students. Key staff and faculty including advisors participated in [Mental Health First Aid Training](#). Annually all employees and students participate in [Title IX training through SafeColleges](#).

The mission states, NCK Tech delivers a “personalized education.” In order to do this, the institution must address the diverse needs of every student. As a small institution, many hands work to ensure all students have the opportunities to learn and grow as individuals. Inclusive for all to work and learn, the College works to empower students and employees to contribute to communities. NCK Tech prepares students by providing co-curricular and extra-curricular experiences in [volunteering and community service](#). Many programs have [internships](#) providing students opportunities to engage in a diverse work experience.

Through recruiting efforts, the College continues to focus on increasing diversity and providing a welcoming space for all students. The past two years, the College has benefited from grant awards to promote non-traditional careers, as example men in nursing or women in welding. Through state Perkins funds, NCK Tech has run two marketing campaigns with television spots and social media to promote non-traditional career and technical education programs.

1C.2

Academically, all NCK Tech programs have a [general education requirement](#) for graduation including certificate programs. The College believes the general education curriculum provides for valuable learning experiences to prepare students for the workplace. Through the required general education courses, students focus on issues of diversity, interpersonal relations, communication and being part of a global society. Students spend a majority of their program courses with the same

cohort. In [general education courses](#), students are enrolled by choice with students from other programs creating a rich dynamic in the classroom.

[NCK Tech's Essential Skills](#) (Institutional Learning Outcomes) include an outcome on Diversity/Cultural Awareness. These outcomes were developed through the assessment committee which is comprised of faculty and student service staff. (see 4B for more information as to the development of Essential Skills). Students will be assessed through their program curriculum on awareness of cultural diversity.

Community service and civic engagement are an important part of NCK Tech. Student [co-curricular](#) and extra-curricular activities encourage community service. [Student Senate](#) participates in food drives and Meals on Wheels. It is through service to others students can experience diversity and understand their role in a global society. [Tech Connect](#), a student success course, introduced in fall 2018 incorporates community involvement and service learning into the curriculum. Hays campus students participate in community service and service organizations through involvement with Fort Hays State University as part of the [Gateway program](#). Hays campus students have the opportunity to be involved in: African Ambassadors, Black Student Union, Hispanic American Leadership Organization, Buddhist Studies Clubs, International Student Union, Gay Straight Alliance and the Chinese Students and Scholars Association to name a few multi-cultural organizations.

Faculty and staff are also involved in community service and engagement. [ASPIRE 2022, objective 3a.3](#) tracks employee engagement outside the institution as a metric emphasizing the importance of all in the NCK Tech community to contribute to the betterment of our communities and industries. As part of all employee professional development, the College has participated in [Martin Luther King Day of Service](#) for the past few years by contributing time and energy to several local non-profits in both the Hays and Beloit communities. As will be noted throughout the argument, NCK Tech is actively involved within the communities. The College faculty, staff and students dedicate time to local events such as the Isle of Lights Christmas Display in Beloit and Oktoberfest in Hays. Student Senate members host blood drives. The Beloit campus is host each summer to the Kansas 8-Man Football All-Star game.

Sources

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- Job Placement Guarantee Policy
- Mental-Health-First-Aid-2017-brochure
- options
- PCA Signed Agreement
- Principles of Community
- Title IX training

1.D - Core Component 1.D

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

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

Argument

1D.1

The mission documents clearly reflect an understanding of the institution's public role in serving the region via economic development and providing workforce leaders. Both the mission and vision statement specify NCK Tech's role within the community. The institution's commitment to the public good resonates through ASPIRE 2022. [Objectives 3a.2, 3a.3, 3b.3 and 3c.3](#), under the priority Partnerships, focus on increasing the participation of the NCK Tech community within the region and for the betterment of areas we serve.

Both campus facilities are available for public use. On the Beloit campus, community groups hold weekly meetings, and in the summer, [facilities are used by several organizations](#). The community uses the gym facilities for Red Cross blood drives several times a year. This is just one of many community uses of NCK Tech facilities. The Hays campus is [open to use by community groups](#) for local events such as the Wild West Festival and Oktoberfest, and for outreach trainings by external groups such as International Association of Plumbers and Mechanic Officials.

The Wellness Center, located on the Beloit campus is a partnership between the College; the regional medical facility, Mitchell County Health Systems; and the city of Beloit. Seeing a need in the community, all of the above entities pooled together to building the recreational/workout facility. The Wellness Center is utilized by community members and NCK Tech students.

NCK Tech partners with local school districts to offer concurrent education. The College provides space and expertise through personnel to assist with the [KidsLead camp](#) and the [Mitchell County Summer Career Exploration Academy](#), both are summer experiences for elementary through junior high students. Through several recent initiatives by the state, the College has offered both technical and general education courses to secondary students. First, faculty representatives from all Kansas public institutions have worked together to approve outcomes for seamless system-wide transfer. Courses are selected by a committee comprised of representatives from all types of public institutions. Each fall, faculty representatives meet to develop and agree upon a set of common outcomes for each course. Once approved, those courses become part of the [system-wide transfer](#). Currently, approximately seventy-five courses are available for system-wide transfer in Kansas. Next, [Excel in CTE](#) provides funding for students to earn technical course credits as a secondary student tuition free. As an example, students taking a carpentry course at their high school can earn concurrent credit

through NCK Tech with no tuition costs.

The College added the Big Creek Technical Center in 2009 using space through an agreement with the City of Hays. The Big Creek Technical Center houses NCK Tech's Electrical Technology and Plumbing, Heating and Air-Conditioning programs currently. As part of the agreement, NCK Tech's Electrical Technology, Plumbing, Heating and Air-conditioning, and Carpentry programs assist the City of Hays with [projects throughout the year](#). The projects provide real-world experience for students.

1D.2

NCK Tech is a public institution with a sole purpose of teaching and learning. The College does not generate funds for investors or any other entity. As a technical college, faculty and staff are dedicated to professional development and engaged in being leaders in their field. Many faculty members are licensed and credentialed per industry. Budgeting and [resource allocation](#) clearly show instruction is the priority. The institutional priorities outlined in [ASPIRE 2022](#) point to the goal of supporting student success and improving the educational experience for students.

The Board of Trustees adhere to a clear [Conflict of Interest policy](#) and a [Bid process](#) to eliminate the potential to support any external interest.

1D.3

Goal 4A of ASPIRE 2022 is to Strengthen Communication with Internal and External Constituents with the purpose of improving communication and feedback from those we serve: students, employers and communities. The College regularly gathers feedback from students and College employees through [annual satisfaction surveys](#). An employer survey and a community survey are being developed to gather feedback from external constituents. Input from these groups will assist in planning.

NCK Tech's President attends regular community meetings engaging community leaders in discussion into potential partnerships and ways to strengthen service to the community. Both communities, [Beloit](#) and [Hays](#), gather local school district leaders, hospital administrator, the city administrator, a representative from the local chamber office and a representative from economic development. In Hays, the President of Fort Hays State University is also present. These meetings allow the institution to keep a pulse on the community needs and respond if needed. Per example, on the Hays campus, NCK Tech has offered a series of short-term evening courses in Welding to respond to an economic need in the area.

Two objectives within ASPIRE 2022 seek to improve the process of engaging with the constituents of the institution. Per objective 4a.1, the College is developing instruments to gather feedback from external stakeholders. Some programs currently are informally gathering feedback from employers. Programs also receive feedback from advisory members who employ NCK Tech students. This information is useful on the program level, but the survey process aims to gather information from across all program areas to inform institutional decisions.

Sources

- 2019 Employee Survey Questions

- Career Exploration and Leadership Camp
- City Leaders Breakfast (Beloit)
- City Leaders Breakfast (Beloit-January19)
- Community Leaders Lunch (Hays)
- Criterion 1 - 1.A.3 ASPIRE 2022
- Criterion 1 - 1.D.2 NCK Tech Board of Trustees
- Criterion 1 - ASPIRE 3.C.3-Beloit Conference Room Use
- Criterion 1 - ASPIRE 3.C.3-Hays Bldg Use
- Criterion 1 - Big Creek Technical Training Center Annual Report 2019
- Criterion 1 - BP 4-4 Bid Requirements
- Criterion 1 - BP 7-20 Conflict of Interest
- Criterion 1 - KRSN_Matrix
- Criterion 5 - Data Book Total All Funds Audited Expenses
- Excel in CTE
- KidsLEAD 2019 Application

1.S - Criterion 1 - Summary

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

Summary

As outlined, NCK Tech clearly demonstrates it has met Criterion One and the core components. NCK Tech's mission documents provide the guidance and structure to shape planning, budgeting, institutional programs, offerings, and activities. The mission documents are current, undergo a regular review process as part of shared governance; and furthermore, the mission documents are at the forefront in the daily workings of the institution. The mission documents are understood by the NCK Tech community and publicly shared.

NCK Tech is committed to teaching and learning by empowering its students to be contributing citizens to their workplace and communities. Through service activities by both students and employees of the College, NCK Tech regularly gives back to the communities served. The institution provides a positive economic impact to the region.

NCK Tech is an open admissions institution with a diverse student population in-line with the region served. The College is challenged through recruiting to continue to bring diversity to each campus in terms of ethnicity, gender, age and socio-economic status. The College sees growth potential on both the Hays and Beloit campuses and will continue to focus on diversity.

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

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

2.A - Core Component 2.A

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

Argument

NCK Tech operates with integrity in all functions of the institution. Integrity is central to the working of the College as part of the [Core Values](#) of the institution. The Board Policy Handbook specifies several policies in relation to the operation of the Board and of the institution focusing on integrity and ethical behavior.

Governance

NCK Tech is part of the Kansas higher education system consisting of public universities, community colleges, and technical colleges. As part of this system, NCK Tech is coordinated by the Kansas Board of Regents (KBOR). The College follows all [guidelines](#) as recommended by KBOR. In addition to the Board of Regents, the Technical Education Authority (TEA) recommends approval of new programs and funding impacting the College.

NCK Tech is governed by an independent Board of Trustees. NCK Tech's Board is appointed and comprised of individuals from the service region. [Six members](#) currently make up the Board of Trustees. The structure of appointments versus elected members has resulted in long-standing members who are involved because they care about the College and its contribution to students. [Board Policy 2:4](#) establishes the rules of selection and tenure of board members. All members serve 4-year terms with the option to renew or step-down.

[Section II](#) of the Board Policy Handbook outlines the authority, organization and responsibility of the Board as will be discussed throughout this Criterion. Trustees disclose any [conflicts of interest](#) that might interfere with fulfilling their responsibilities to the Board.

Financial Integrity

NCK Tech operates with integrity in all fiscal processes. [Section IV](#) of the Board Policy Handbook outlines all fiscal policies. The Vice President of Finance and Operations is responsible for carrying out the policies as outlined by the Board of Trustees in compliance of [recommended accounting practices by the Kansas Board of Regents](#) based on the Generally Accepted Accounting Principles. The College is audited annually. In [FY 2016](#), [FY2017](#) and [FY2018](#) NCK Tech received unmodified audit reports indicating the College's financial report reflects honest and best practice.

As part of annual audit process, Board members and employees are selected at random to

complete [inquiries](#) in regard to financial integrity. The audit form is sent directly to those selected and returned directly back to the auditors, by-passing any college officials. This process helps to ensure all financial processes are transparent to those within the institution.

The College [budget](#) is [approved each year by the Board](#) at the June meeting in preparation for the new fiscal year beginning July 1. The [budget is developed](#) in collaboration between the College administrative team and other College leadership including Department Chairs. Beginning in the spring semester, each department, academic and non-academic, meets with the Vice President of Finance and Operations and the department's supervising Dean to discuss budget requests. [Items presented](#) include maintenance requests, equipment and supplies, professional development and future needs. All forms to submit requests and processes for documentation are posted on the intranet.

Progress on the annual budget is reported monthly during the Board of Trustees meetings. An action item is included each month for the Board to approve the [financial report and standing](#). The College follows federal regulations for financial aid practices and distribution as reflected in the above-mentioned audit reports. Information regarding financial aid practices at NCK Tech is available via the website on the consumer information page.

Academic Integrity

NCK Tech operates with integrity in all academic functions. The Board Policy Handbook contains policies on [academic freedom](#) and the Board approved a statement in support of freedom of inquiry for all institutional stakeholders. The institution has an administrative staff to oversee all academic functions including a Chief Academic Officer (CAO), the Vice President of Students and Instructional Services. In addition to the CAO, the Dean of Instruction and the Instructional Coordinator assist in carrying out all academic functions.

The College publishes the College Catalog each year outlining all academic policies and program offerings. All program outcomes are publicly posted via the website and also within the College catalog.

NCK Tech uses a standardized syllabus for all courses created via the WIDS system (Worldwide Instructional Design System). All syllabi contain institutional policies, course competencies, instructor and contact information and grading/evaluation information. Syllabi are distributed to students and posted for student review as best practice.

Personnel and Auxiliary Functions

All costs for auxiliary functions are provided to consumers. On campus housing on the Beloit campus is included in the [projected cost of attendance](#) via the consumer information page on the website. Orientation packets contain housing information. Hays students can live in on-campus housing at Fort Hays State University as part of the Gateway Plan. This information including costs is provided to potential NCK Tech students during tours and at orientation and is located in the [College Viewbook](#).

The College does not operate a brick and mortar bookstore. In previous years, textbooks were purchased for all students and distributed on the first day of class. The College has worked to provide students with information as to required books so students can purchase on their own. [Book information](#) is posted on the website, within course syllabi and in the student's information portal,

TechKnow. During orientation this year, the Business Office met with students one-on-one to review the student bill and walk through where all information is located in regards to auxiliary services and costs. The College continues to order textbooks to have available for any students who wish to take advantage of this service.

Personnel Integrity

Human resources duties are shared by the Clerk of the Board. The Business Office handles benefits packaging and payroll. The College follows [ethical hiring practices](#) including multiple stakeholders in the decision process. To outline the process, the College developed a [flow-chart](#) as a reference for all departments conducting employee searches. The Clerk of the Board maintains all personnel files within that office. Annually, an employee climate survey is distributed for feedback on benefits, culture and environment.

The Board of Trustees appoints members of the administration to negotiate on behalf of the Board with the Faculty Association. Meetings are open to ensure transparency.

Auxiliary Functions

The College does not operate a traditional brick and mortar bookstore as noted. Instructors submit required [book lists](#) each spring and the institution purchases all necessary books and supplies for students available for the first day of class. All books and supplies are posted to students accounts upon the start of the semester. Students have the option of independently purchasing books and supplies as all information is posted on NCK Tech's public website. Most students appreciated the convenience of having all class materials waiting and available on the first day.

The Beloit campus operates campus housing and dining services. [All costs](#) are included in admissions information and via the college website. Funding streams for auxiliary functions are kept separate from general operations.

Policies and Procedures

The Board Policy Handbook outlines policies on [fair and ethical behavior](#) for staff, faculty and students. The institution has policies on [academic honesty](#), a [student code of conduct](#), [conflict of interest](#), and [faculty ethics](#) to cite a few examples. These policies are also presented in the Faculty/Staff handbook and the Student handbook. NCK Tech maintains handbooks outlining policies and procedures for areas across the College. These are approved by the Board each July and housed on the intranet. Handbooks include: The Board Policy Handbook, The Faculty/Staff Handbook, The Student Handbook, The Online Handbook and The Advising Handbook to list a few.

The College monitors suggestions and complaints and provides an accessible form via the website for comment. NCK Tech regularly surveys constituent groups from students to employers to faculty and staff.

Sources

- Conflict of Interest Statements (signed)
- Criterion 2 - 2 A Control
- Criterion 2 - 2 A NCK Tech Board of Trustees

- Criterion 2 - 2.C.1 BOT Agendas and Minutes
- Criterion 2 - 2.E.1 Student Code of Conduct
- Criterion 2 - 2A Accreditation Relationships
- Criterion 2 - 2A Auxiliary Functions
- Criterion 2 - 2A Auxiliary Functions - Beloit Campus Costs
- Criterion 2 - 2A Personnel and Auxilliary Functions
- Criterion 2 - Auditor Organizational Inquiry
- Criterion 2 - Book list
- Criterion 2 - BP 10-12 Student Code of Conduct
- Criterion 2 - BP 10-13 Academic Honesty
- Criterion 2 - BP 2-21 Policy Development and Revisions
- Criterion 2 - BP 2-21 Policy Development and Revisions(2)
- Criterion 2 - BP 2-24 Conflict of Interest
- Criterion 2 - BP 2-4 SElection and TENure of Members of the Board of Trustees
- Criterion 2 - BP 7-3 Recruitment Hiring
- Criterion 2 - BP 7-46 Faculty Ethics
- Criterion 2 - BP 9-19 Academic Freedom
- Criterion 2 - BP Section II Responsibilities and Organization of the Board of Trustees
- Criterion 2 - BP Section III General Administration
- Criterion 2 - BP Section IV Fiscal Management
- Criterion 2 - FY 2016 NCK Tech Final Audit Report
- Criterion 2 - FY 2017 NCK Tech Final Audit Report
- Criterion 2 - FY 2018 NCK Tech Final Audit Report (1)
- Criterion 2 - Hays Med Faculty Sponsorship Agreement
- Criterion 2 - Hiring Process
- Criterion 2 - Housing Handbook
- Criterion 2 - Intranet Document Center
- Criterion 2 - KBOR AlignedPrograms-Process
- Criterion 2 - KBOR-Chapter III-Coordination
- Criterion 2 - KCOG_report_Jan_2019
- Criterion 2 - MissionVisionValues
- Criterion 2 - NCK Tech Board of Trustees Bios 2019
- Criterion 2 - Organizational Chart 8-21-19
- Criterion 2 KBOR-Coordinated Institutions Rules Regulations
- Criterion 5 - Budget Process
- Criterion 5 - FY2020 Board Action Item Budget Approval
- Criterion 5 - Hays Nursing Budget Meeting Minutes
- Criterion 5 - NCKTC FY2020 Budget Summary
- May 2019 Financial Statement
- NCK Tech 2019 Viewbook (cost sheet)
- Projected Cost of Attendance

2.B - Core Component 2.B

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

Argument

The institution is transparent in how it represents itself to all stakeholders in all aspects of the College. Information in regards to program offerings, entrance requirements, costs, outside accrediting bodies and faculty is transparent and made public via NCK Tech's website. This information is also published in printed documents such as the [College Catalog](#) and marketing materials.

Program Outcomes

The catalog lists all program outcomes and required courses per program, including electives, for completion. This information is also posted to the public web under academic programs. Programs requiring prerequisite courses prior to admission, such as Nursing, list all prerequisite courses and required scores within the catalog and on the College website under academic programs.

Entrance Requirements

NCK Tech is an [open admissions](#) institution. The College accepts students on a first-come, first-served basis. The application process is documented on the public website, within marketing materials, and other college documents. Additional admission requirements for Nursing and some short-term programs are documented within the College Catalog and via the website.

Costs

Estimated costs, including housing and tool costs, for each program are posted to the public website. The estimated costs sheets are updated annually. The Director of Financial Aid also hands out the [estimated cost sheet](#) when working with prospective students and families. Costs sheets are included in acceptance packets and Financial Aid award letters. A [net price calculator](#) is included on the public web. The [refund policy](#) is posted on NCK Tech's public website and in the Student Handbook. The policy is also discussed with students during orientation in the one-on-one sessions with the Business Office.

Financial Aid

Financial aid information is posted via the website. Student information on how to apply for federal financial aid as well as available [NCK Tech scholarships](#) is posted for all incoming students. Information is shared with students during campus visits, recruiting events and orientation. The Financial Aid Director and staff are available for one-on-one assistance for students.

NCK Tech's Financial Aid department follows all federal recommendations and undergoes an annual audit. As per federal recommendations, NCK Tech's website contains a [consumer information page](#)

with all cost and financial information.

Accreditation relationships

The website contains all academic information about each program including any outside accreditations held by each program. Information as to the accreditation and appropriate links is shared on each programs page as applicable. Additional accreditation information is also printed within the College Catalog. NCK Tech shares its affiliation with The Higher Learning Commission. The Mark of Affiliation is posted in the footer of NCK Tech's public website.

Faculty and Staff

Staff and faculty rosters are posted in several places. First a comprehensive list of [Faculty and Staff with credentials](#) is posted in the College Catalog. A [staff directory](#) list can be found on the public website with links to each faculty/staff member's contact information and credentials.

Marketing Materials

The College presents itself clearly in all marketing materials. The College's current campaign features a [Viewbook](#) and a single sheet marketing upcoming campus events. Marketing materials are produced in collaboration with 502 Media as NCK Tech's marketing agency. All marketing materials invite potential students to the College's website.

Control

NCK Tech is controlled by an independent Board of Trustees. Information regarding the [Board, meeting agendas and minutes](#) are posted via the website. Board members are listed on the website and within the College Catalog. As noted on the College website, several Board members have been serving NCK Tech for many years. The longevity of those willing to serves makes a statement as to their dedication to improving the College and their belief in the importance of the College for the region.

Sources

- Board Meetings-Agendas and Minutes
- Consumer Information-ncktc.edu
- Criterion 2 - 2.C.1 BOT Agendas and Minutes
- Criterion 2 - 2A Auxiliary Functions
- Criterion 2 - 2A Auxiliary Functions - Beloit Campus Costs
- Criterion 2 - Application Process (2)
- Criterion 2 - Scholarships - NCK Tech
- NCK Tech 2019 Viewbook (complete)
- NCK Tech 2019 Viewbook (cost sheet)
- Net Price Calculator - NCK Tech
- Projected Cost of Attendance
- Refund-Policy-and-Requirements-to-Withdrawal
- Staff Directory-Catalog
- Staff Directory-ncktc.edu

2.C - Core Component 2.C

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

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

Argument

2C.1

NCK Tech's Board of Trustees operates autonomously in its deliberations and decision making. The Board is independent serving only the best interest of the College and the communities the institution serves. Meetings have a robust agenda including progress reports on ASPIRE 2022. Meeting agendas are provided to Board members the Thursday prior to Monday's meeting. Rules of Order are established within the [policy handbook 2:12](#) and for [executive sessions in 2:13](#). Notices of Board meeting are sent out to all employees and to the media.

NCK Tech's Board of Trustee's meetings are open. Minutes are posted on NCK Tech's public website and the intranet after approval by the Board. As mentioned, the [Kansas Board of Regents coordinates](#) NCK Tech and other two-year institutions in the state; therefore, the Board of Trustee's is charged with preserving the institution through its decisions. The Board approves the budget annually and approves all hiring decisions. The Board has the authority to hire and fire the President. The Board approves the strategic plan and all policy handbooks. The Board regularly monitors the budget, enrollment and other key performance indicators to monitor the operations of the institution.

2C.2

NCK Tech's Board of Trustees is student-focused during decision-making deliberations. Board members receive no financial benefit from sitting on the board; nor are they elected members. Their main agenda is the success of the College in the communities served. This shows in the decision by the Board to help support student success.

Each meeting features reports on progress of the strategic plan ASPIRE 2022. Reports are delivered by various stakeholders presenting a different voice and perspective to the Board. Student Senate members also present to the Board. An example of the Board considering internal and external constituencies during decision making is the approval of ASPIRE 2022. The plan was an accumulation of work by the entire NCK Tech community. The plan started with the revision of the Mission, Vision and Values. A Teamwork Day was used to produce a strengths, weaknesses, opportunities, threats (SWOT) report using all NCK Tech staff and faculty. From this information

the committee began drafting the plan. External feedback was gathered by committee members through advisory boards. After several iterations with the committee, the Board approved the final version of ASPIRE 2022.

The annual Board retreat occurs each November. As part of the retreat agenda, data on key performance indicators is reviewed. The retreat provides some time without a formalized agenda to engage in reflection and develop some forward-thinking plans.

2C.3

As stated, board members are not elected as NCK Tech has no taxing authority. Open positions are advertised, and all applicants are reviewed by the remaining members of the Board. Members operate independently in their decision making and deliberations. The Board has adopted conflict of interest policies and each Board member also signs a conflict of interest disclosure. Board members are appointed and involved due to their interest in the College and its success.

2C.4

The Board Policy Handbook outlines the [roles and responsibilities](#) of the Board of Trustees, the administration, faculty, and staff. The President and administrative team are empowered by the Board and expected to manage the institution in daily matters. The organizational chart outlines the flow of responsibility within the institution.

In [Section 2:21](#) of Board Policy, recommendations come from the President and administrative team as delegated by the board. The Board ultimately approves policy but looks to the expertise of the President and the administrative team to provide recommendations and guidance. Section III of the Board Policy Handbook outlines the duties and responsibilities of the office of the President. The Board permits this office to design administrative positions – the board must approve but the President is given the freedom to draft job descriptions and conduct employment searches.

[Board Policy 2:2](#) outlines shared governance within the institution. The Board encourages cooperative participation by faculty and staff. NCK Tech has regular standing committees involved in the process of developing policies and procedures in the best interest of the College. NCK Tech does not set aside a specific day for committee meetings, rather each group meets regularly on their own schedule – some more frequently than others depending on the needs of the institution or season. The regular standing committees include:

- Academic Affairs
- Assessment
- Employee Engagement
- Online
- SIPC (Student Information Processes Committee)
- Strategic Planning

Each committee is comprised of a mix of faculty and staff representing each campus. For more specific committees such as Online, the membership is representative of faculty and staff committed to online education. All committees, except for the assessment committee have an ex-officio administrator member to cover questions or provide additional input when an administrative viewpoint is needed.

The College develops several short-term committees as needed to work on special projects or development. For example, as part of HLC's Persistence and Completion Academy, NCK Tech formed a team to carry out the work on the project developed through involvement with the Academy. When the institution has worked on development projects such as SOS (early alert system), a committee was formed to provide a larger circle of input and shared ideas.

Information is shared from committee work to others in the institution through team members, emails and at all-staff professional development days.

Communication of Board decisions occurs during the all-staff meeting held the day after the Board meeting. The Administrative Cabinet members meet with various internal stakeholders on a monthly basis such as directors and deans meetings.

Sources

- Criterion 2 - 2A Personnel and Auxilliary Functions
- Criterion 2 - BP 2-13 Executive Order
- Criterion 2 - BP 2-13 Executive Order(2)
- Criterion 2 - BP 2-2 Shared Governance
- Criterion 2 - BP 2-21 Policy Development and Revisions
- Criterion 2 - BP Rules of Order 2-12
- Criterion 2 - BP Section II Responsibilities and Organization of the Board of Trustees
- Criterion 2 - Organizational Chart 8-21-19
- Criterion 2 KBOR-Coordinated Institutions Rules Regulations

2.D - Core Component 2.D

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

Argument

NCK Tech is committed to freedom of expression and research in teaching and learning. The Board of Trustees adopted an [Academic Freedom Policy](#) permitting all faculty full freedom in academic research and full freedom in the classroom when presenting and discussing their academic subject. This statement can also be found in the Faculty/Staff Handbook.

Faculty have responsibility and a voice in curriculum development. On the local level, faculty work with advisory boards to determine outcomes and materials to implement. As part of the program review process, Faculty review program outcomes and course competencies making revisions as needed.

The Kansas Board of Regents has worked for the past several years to [align certain technical programs](#) across two-year institutions. NCK Tech faculty participate as representatives of the College in Kansas Board of Regents meetings discussing curriculum. NCK Tech faculty members have been voting members, deciding curriculum via the Kansas Core Outcomes Meeting and Program Alignment meetings.

For non-aligned programs, faculty develop outcomes and course competencies. Per example, the Business Technology program made recent course updates and program outcomes changes based on input from the advisory board and to reflect current industry needs. The impetus for this change was faculty.

Faculty are free to choose course materials and content as applicable to help meet the stated course competencies per course. Instructors select a variety of materials from test prep books for code tests, code manuals, textbooks and online materials. Faculty are encourage to bring in guest speakers and industry experts to prepare students for the field.

Sources

- Criterion 2 - BP 9-19 Academic Freedom
- Criterion 2 - KBOR AlignedPrograms-Process

2.E - Core Component 2.E

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

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

Argument

2E.1

While NCK Tech is not an active research institution, the College provides oversight and support to ensure integrity of faculty, staff and students engaging in professional development, serving on professional committees and conducting industry experience. Faculty belong to professional industry organizations and serve as leaders in their respective fields.

One example of faculty engaging in a professional committee is NCK Tech's Diesel Technology department. The program is part of a [consortium](#) funded through grant funds from the Kansas Soybean Commission to work with biodiesel. Each member of the consortium plays a different role in the research and study of biodiesel.

Students have opportunities to engage in professional activities via clinical and internship experiences. Both [clinical coursework](#) and [internships](#) are built into curriculum. Students are prepared through on-campus lab experiences and live-work for these opportunities in a professional environment.

NCK Tech has student policies for [students' code of conduct](#) and how to handle themselves both on campus and off-campus as representatives of the College.

NCK Tech's [academic honesty policy](#) covers research and topic exploration. Students receive assistance in research and source documentation through a variety of classes both within the general education department and several program classes

2E.2

The Board has established policies to guide the use of information resources. The College has an [Information System's Use](#) policy for technology and internet usage using College bandwidth and/or equipment. All students must sign this policy annually and documentation is kept by the Information Technology Department. This policy covers the use of all electronic resources, copyright infringement and ethical use of electronic information.

All incoming program students are required to take NCK Tech's first year experience course, [Tech Connect](#), during their first semester. The curriculum includes sessions in ethical use of information and resources and academic honesty. All course syllabi contain the College's Scholastic Dishonesty Policy which all courses follow. In addition, some program areas incorporate industry ethics as stand-

alone courses or embedded in other courses preparing students for internships. Reference 3D.5 for additional evidence on NCK Tech's [Academic Honesty Policy](#).

2E.3

NCK Tech Board of Trustees adopted policies on [academic honesty](#) and [integrity](#). This policy is posted in the College Catalog and Student Handbook. All course syllabi contain the Scholastic Dishonesty policy.

Students in violation of the policy can experience a variety of sanctions. Initially, students are conferenced with regarding the violation and this information is shared with the Vice President of Student and Instructional Services. Depending on the context of the situation students can face disciplinary action within their program or with administration as per the policy. [The academic honesty policy](#) extends to the lab and clinical environment.

Sources

- Criterion 2 - BP 10-12 Student Code of Conduct
- Criterion 2 - BP 10-13 Academic Honesty
- Criterion 2 - BP 7-46 Faculty Ethics
- Criterion 2 - BP Ethics
- Criterion 2 - BP Section II Responsibilities and Organization of the Board of Trustees
- Criterion 2 - FY 2020 Kansas Soybean Commission Grant (1)
- Criterion 2 - NCKTC_ISUP
- Criterion 3 - 7.2 Clinicals
- Criterion 3 - Internship Guidelines
- Criterion 3 - Tech Connect Fall_2019

2.S - Criterion 2 - Summary

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

Summary

As woven into the core values of the institution, integrity is central to all operations at NCK Tech. The institution presents itself clearly to all stakeholders through various means of communication, the public website, marketing materials and direct communication. The Board of Trustees has established policies and procedure to ensure [ethical and responsible behavior](#) in part by the administrative team, faculty, staff and students of the College.

NCK Tech has had consistency in leadership by having several long-term Board members. NCK Tech's President has served the College for over ten years, eight years in the President's office. The members of the administrative cabinet have served in their current roles for over five years. Consistency in leadership shows those leading the institution have a firm foundation in the institutional mission and the policies and procedures central to guide the institution forward.

The institution will continue to display integrity in its interactions with all stakeholders. With the evidence presented above, NCK Tech meets the standards of Criterion 2.

Sources

- Criterion 2 - BP Ethics

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

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

3.A - Core Component 3.A

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

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

Argument

3A.1

NCK Tech programs and courses are current, requiring the appropriate level of performance by students per award level. NCK Tech policies and procedures maintain curriculum and ensure its integrity. The College has processes to improve curriculum and elicit feedback from constituents.

NCK Tech [offers](#) nine certificate and twelve Associate of Applied Science degrees. All programs have been approved through the Kansas Board of Regents (KBOR) and follow the [policies and recommended guidelines](#) per KBOR. In addition, programs with an available external accreditation body, have received accreditation. The below mentioned processes ensure programs offered by the College are current and maintain appropriate rigor.

New curriculum Development per State Approval

All new programs go through an [extensive approval process](#) with the Kansas Board of Regents prior to an institution offering any curriculum or recruiting to said proposed program. [New program development](#) is initiated within the institution and begins by working with staff at the Regents offices. The KBOR staff are helpful in providing advice; KBOR has a good sense of state needs among industry partners as well as knowing current projects other institutions within the state are pursuing. Often the staff provides suggestions to refocus or rename the program to assist in approval and recruiting.

After a concept is vetted through the institution and assistance from KBOR staff, curriculum is developed. Once approved through institutional processes, an application ([CAI form](#)) with applicable documentation is sent to KBOR. While two-year technical colleges are known for the ability to react to industry needs, the KBOR approval process ensures this reaction does not produce programs lacking in quality nor rigor. As documented in the [approval timeline](#) for Academic Year 2019, new

programs undergo a review process and are approved by various stakeholders before the program receives approval for offering by KBOR. These steps ensure quality of programs and avoid unnecessary duplicity in regions.

A truncated version of this process is necessary when an [existing program](#) goes through significant revisions. Revisions must also be approved through KBOR prior to offering.

NCK Tech Academic Affairs Committee

NCK Tech's Academic Affairs [committee members](#) include a mix of faculty and staff. The [purpose](#) of the committee is to provide oversight of the College's curriculum and academic policies as per the institutional mission. The committee is responsible for approving new curriculum and revisions to existing curriculum. In addition to approving new curriculum and curricular revisions, the committee: recommends academic policies and procedures; recommends academic strategic priorities; ensures NCK Tech maintains compliance with KBOR policies and aligned curriculum; and ensures academic standards and rigor are appropriate to award levels.

The Academic Affairs committee must approve all curricular changes when such change is significant and/or impacts the [college catalog](#). Examples of such change include: revising program outcomes or program descriptions; changing course names; changing credit hours; revising the program sequence; or adding new courses.

Curriculum design is faculty-driven at NCK Tech; curricular changes begin at the departmental level. The internal process leading to Academic Affairs Review requires several steps to vet out potential issues within the curriculum. First, changes are discussed at the department level with those involved. Often the Dean of Instruction and/or the Instructional Coordinator are involved in the beginning review process. An [Academic Change Request Form](#) is filled out detailing the curricular change and is signed by the Department Chair. The form then proceeds to the Dean of Instruction for review and approval and then to the Registrar for review and approval. These two steps look for consistency in documentation and to make sure the change does not impact program alignment. The Registrar also reviews to identify any potential conflicts with documentation and transcription. Once all signatures are obtained, the request then goes to the Academic Affairs Committee for [review](#) and approval. Once approved, the change is documented and all catalog revisions necessary are made.

Program Review

Another internal process to ensure rigor and relevance of NCK Tech programs is [program review](#). This process evolved from the last comprehensive visit to its current iteration. Previously, program review entailed primarily a data review – enrollment, retention and financials of each program. The process now involves reflection and vision and is holistic as to the health of the program in all aspects. The College is interested in hearing what is working and what can be done to improve toward the future from the Department Chair.

Reviews are conducted on all programs, including short-term programs, on a [three-year rotation](#). Each spring, notice is sent to programs up for review with instruction to complete a program self-study. Department Chairs are encouraged to complete the self-study process involving all faculty within the department; the self-study process should not be a solo project. Information requested in the self-study includes review of curriculum including course competencies and program outcomes, assessment data, advisory recommendations, reflection on current resources and reflection on industry trends and future goals. At the same time, a data dashboard is created reflecting enrollment,

retention, completion, and employment trends per program.

With the above information in hand, the Dean of Instruction, the Instructional Coordinator and Department Chair meet to review provided data and set goals for the program. The [overall health](#) of the program is determined at this meeting, and if necessary, a follow-up review may be required.

WIDS

The College uses [WIDS](#), Worldwide Instructional Design Software, to house curriculum information for all academic programs at NCK Tech, including program descriptions, outcomes, courses, course competencies, external standards and program assessment plans. By using WIDS, the College can maintain curricular standards across offerings. Since programs and courses offered at different locations and different modalities, begin with the same WIDS files, syllabi and assessments remain consistent.

The robust system is used to [create](#) course syllabi. The system allows for specific course information to be “locked down” such as descriptions, competencies and institutional policies so this information is consistent and appears on all syllabi created. The management software also is used for curriculum mapping, documenting connections between program outcomes, external standards and course competencies. Lastly, WIDS is used to house program assessment plans and analysis; therefore, [one place](#) is used to house all curriculum information.

Advisory Committees

All NCK Tech programs have [advisory committees](#) comprised of recent graduates, industry representatives and potential employers. Members are usually regional, but for some programs, membership may extend beyond the region to include employers or regions with great need for graduates. Department chairs are responsible for maintaining membership as per need of the program. As a requirement for the [Carl Perkins Grant](#), Advisory groups meet twice per academic year to review curriculum and current program resources. Committee members also provide insight into industry trends and future needs for employment, keeping programs current and relevant to industry needs.

Program accreditation

Where available, NCK Tech encourages program department chairs to seek [external accreditation](#). To date, the following programs are accredited by industry recognized accrediting bodies:

Automotive Technology – National Automotive Technicians Education Foundation (NATEF) (programs on each campus had to seek separate accreditation. Automotive Technology on both the Hays and Beloit campuses are accredited).

Automotive Collision Technology – National Automotive Technicians Education Foundation (NATEF)

Associated Degree Nursing – Accreditation Commission for Education in Nursing, Inc. (ACEN), Kansas State Board of Nursing

Carpentry/Cabinetmaking – National Center for Construction Education and Research (NCCER)

Heavy Equipment Operation – National Center for Construction Education and Research

(NCCER)

Practical Nursing – Kansas State Board of Nursing

Pharmacy Technician – American Society of Health Systems Pharmacists ([ASHP](#))

[External accreditation](#) validates curriculum and learning experiences via certification or licensure exams associated with the accrediting body. Regular reviews of programs ensure program curriculum is current and up-to-date.

3A.2

NCK Tech offers Certificates and Associate of Applied Science Degrees. All requirements are articulated in the college catalog. The catalog is [approved](#) by NCK Tech’s Board of Trustees each year with the curriculum components approved in May (prior to orientation) and the [academic policies in July](#) when all other policies and handbooks are approved. Requirement for each award level are also specified within the college catalog including general education requirements. NCK Students earning a certificate or a degree must complete general education requirements to be eligible for graduation, nine hours for certificate programs and fifteen hours for Associate of Applied Science degrees.

Using the [WIDS](#) curriculum software system, all courses have competencies listed and competencies are posted on all course syllabi. Course competencies are mapped to program outcomes and outcomes applicable to specific courses are also listed on the syllabi. Programs with external standards such as Nursing or Automotive Technology have these standards mapped to their course competencies.

Several programs have undergone [state-wide curriculum alignment](#) through the Kansas Board of Regents. A group of faculty members from all of the institutions within the state who teach the program, as well as business and industry leaders, and KBOR staff collaborate to develop a common set of courses and certifications. To be eligible for Perkins funding and other state incentives, the program must be in compliance with the [state alignment map](#). This process is reviewed as needed. Program curriculum meets industry standards and is validated through industry certification.

Kansas Core Outcomes

Kansas Core Outcomes is facilitated through a Kansas Board of Regents [committee](#) – Transfer and Articulation Committee. This group contains representatives from all public institutions in the state – the group decides on a group of courses – and then faculty from across the state are brought together to develop common course outcomes (competencies as termed at NCK Tech). This process ensures [state-wide seamless transfer](#) for all those who follow the common course outcomes. The process has provided credibility to NCK Tech’s [course offerings](#) within the general education curriculum. By participating in the Kansas Core Outcomes meetings, other institutions now recognize the collegiate rigor incorporated into NCK Tech’s courses. The process has allowed NCK Tech to grow online and concurrent as NCK Tech courses are transferable. Students are able to transfer credits across state public institutions. Students transferring out-of-state have support for transfer as well by showing an approved Kansas Board of Regents curriculum. This process has crossed from specific general education courses to include nursing prerequisite courses, general business management courses and information technology.

3A.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).

NCK Tech offers the majority of courses as face-to-face, on-campus courses, though the College has experienced growth in [online courses](#) and [concurrent course offerings](#). Regardless of modality, quality and learning expectations remain the same. The College benefits from a strong core of [full-time faculty](#). The majority of courses offered are taught by full-time faculty, and some of these faculty have adopted [online](#) or evening courses within their curriculum, requiring the College to hire a smaller number of adjunct instructors. To ensure quality and consistency, NCK Tech utilizes several processes and tools as described below.

All College Professional Development

The distance between each campus can pose a challenge to faculty working together in the same programs offered on each campus. The College has prioritized face-to-face all staff and all faculty [meetings](#) per semester. These all-college professional development days generally provide time for faculty to work together. These days also work to deliver consistent messaging so both campuses are working towards common institutional goals.

To help with day to day communication, the College relies on technology such as Skype and the VOIP phone system to combat distance. Several areas on each campus are set up for Skype and each faculty member has a personal account. The VOIP phone system allow easy access using internal extension numbers. The College's IT department maintains an [intranet](#) site to house all internal communication [documents](#), forms and schedule information. Students and staff have access to the [intranet](#) as well as are assigned an NCKTC email address.

WIDS and common syllabus structure

Each course, independent of modality, starts with the same basic syllabus structure and course content as housed in [WIDS](#). Instructors [build personalized syllabi](#), with all "locked-down" curricular content in place; therefore, all sections are using the same course competencies. For those instructors without access to WIDS (currently only concurrent instructors), a syllabus is provided including [required NCK Tech guidelines and NCK Tech policies](#) as stated on all syllabi. The sample [syllabus](#) contains course competencies and required assessments. Instructors follow a template of required syllabus elements. In August, assistance is provided to all faculty one-on-one in developing syllabi.

Department Chair Responsibilities

All program curriculum is managed by department chairs. For those programs part of the state alignment process, the department chair is responsible for staying current with any additions or alterations to aligned curriculum and is an active member of this process as curriculum is reviewed at the state level. Faculty maintain curriculum in [WIDS](#) and all changes are made within the system prior to approval by the Academic Affairs committee.

General Education

Each full-time general education [faculty member](#) is responsible for maintaining the curriculum of a particular course within their academic discipline. As part of this responsibility, the faculty member

maintains all curriculum in WIDS for the assigned course. They are expected to attend the Kansas Core Outcomes [meetings](#) associated with their course as a voting member. The same individual also develops the tool used to assess the course and distributes the tool to all other NCK Tech instructors teaching the course. This practice is intended to ensure all modalities teach from the same set of course competencies and use the same assessment instrument. To create a collaborative process, general education faculty meet twice a year to review the curriculum, refine the assessment tool and enhance the process for communicating any changes to all of the instructors teaching a section of the course.

SmartEvals

All courses are evaluated at the end of every term using [SmartEvals](#). This online system provides customizable, internet-based surveys to students. The institution includes questions as to course rigor, quality and delivery. Instant access is provided to administration upon the close of surveys to analyze consistency in course offering across the institution. Faculty are provided results within a week of the closing of the survey to review results and plan for improvement for the next semester.

Online Committee

NCK Tech Online Committee oversees the review process for all new online course, both brand-new courses and courses transitioning to a new modality. This process, as outlined in the [Online Handbook](#), evaluates course quality prior to the first offering of the course. Courses are evaluated by an Online Committee member and an on-campus curriculum expert using a review checklist. Once the course passes the Online Committee Review and is offered, a course audit is conducted each term using a [rubric](#) developed by the committee focusing on best practices in online delivery and consistency in learning goals. Each online course begins with the standard syllabus in [WIDS](#) listing consistent course competencies and NCK Tech institutional policies.

CEP

The College has experienced growth in concurrent enrollment. Secondary partners work with the Dean of Instruction to submit a course proposal for offerings. A [Concurrent Enrollment Partnership agreement \(CEP\)](#) is generated prior to any offering of courses. The Dean of Instruction also reviews faculty transcripts prior to any offering of the course. A [flow chart](#) documenting this process is posted in the Faculty/Staff Handbook. Concurrent faculty must meet the same qualifications as per Board policy. Concurrent faculty are provided with a syllabus and connected, if available, to a full-time on-campus instructor. For those teaching general education courses, the course assessment tool is provided with the syllabus. For academic year 2020, NCK Tech is using Moodle as a repository for all course information. All faculty teaching sections of the same course can connect via the Moodle shell to share assignments and teaching strategies. The shell will also house the standardized syllabus for the course and the final course assessment tool.

Faculty Evaluations

Lastly, classroom observations and [faculty evaluations](#) help to maintain consistency and quality. Classroom observations allow evaluators to view quality delivery of course content. Core Component 3C.3 describes the process of faculty evaluations.

With the above methods, reliance on full-time faculty, Department Chairs and WIDS allows NCK Tech to maintain program quality and consistency independent of location or modality.

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- 3.A.3 Concurrent Credit Course Offerings
- 3.a.3 Fall 2019 Online Courses
- 3.B.1. Hays Campus General Education Schedule Fall 2019
- 3.B.4 Student Senate
- 3.D.4 FHSU Gateway Services Learning Resources
- 3.D.4. Student Success Center
- BP 7-50 Faculty Evaluations
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- Criteiron 3 - ASE Testing_Policies_SY2019-2020
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- Criterion 3 - 7.1 Clinicals
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- Criterion 3 - FHSU Articulation MOU
- Criterion 3 - Internship Guidelines
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- Criterion 3 - Intranet Home Page
- Criterion 3 - KBOR Program Approval Policy
- Criterion 3 - KRSN_Matrix
- Criterion 3 - MA_099_Basic_Algebra_COS
- Criterion 3 - moodle course support
- Criterion 3 - NCK Tech Academic Affairs Purpose Statement
- Criterion 3 - Nursing Hays Employer survey First Year
- Criterion 3 - Online Course Audit Rubric
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- Criterion 3 - S3infobdmtg

- Criterion 3 - SkillsUSA Kansas
- Criterion 3 - smartevals
- Criterion 3 - Syllabus BMGT-104 DO
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- Criterion 3 - Welding_Alignment_Map_-Corrected_Orig_Date_2015
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- Criterion 3-Jan 5 2018 Faculty PD Presentation
- Criterion 4 - Ag Tech Program Review
- Principles of Community
- s3AA
- telecom-IT mergeAA

3.B - Core Component 3.B

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

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

Argument

3B.1

General Education at NCK Tech provides students with the foundation for life-long learning. The College values the contribution of [general education courses](#) in creating well-rounded graduates. NCK Tech follows the assumed practice that students must earn fifteen general education credits for an Associate of Applied Science. In addition, the College requires students seeking a certificate must earn nine [general education](#) credits at a transferable level.

Courses within the curriculum provide a broad knowledge of science, communications, computer literacy, the human experience, critical thinking, and analytical reasoning. The general education curriculum prepares students for engaging in cultural awareness, collaboration, problem-solving and leadership. All general education courses offered at NCK Tech [align](#) with the Kansas Core Outcomes as mentioned in 3a.2.

General Education Requirements

Associate of Applied Science Degree Programs:

Math	Choose One (3 cr. hrs.)	
MA-102	Essential Math	3
MA-110	Intermediate Algebra*	3

MA-111	College Algebra*	3
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Computer Science (3 cr. hrs.)

CIS-100	Computer Applications	3
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Communications (6 cr. hrs.)

COM-103	English Composition I*	3
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COM-105	Fundamentals of Oral Communication	3
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Social & Behavioral Sciences (3 cr. hrs.)

SS-100	General Psychology	3
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TOTAL 15

One-Year Certificate Programs:

Math (3 cr. hrs.)

MA-102	Essential Math	3
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Computer Science (3 cr. hrs.)

CIS-100	Computer Applications	3
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Social & Behavioral Sciences (3 cr. hrs.)

SS-100	General Psychology	3
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TOTAL 9

**Prerequisite requirements must be met in order to enroll in Intermediate Algebra, College Algebra or English Composition I.*

In addition to the minimum general education requirements, the College offers additional courses for students preparing for the nursing program, students planning to matriculate, and for concurrent students. Additional courses are located within the [college catalog](#) and posted on the website.

Remedial Education

NCK Tech began offering remedial courses in areas of math and writing over ten years ago adding [Introduction to Composition](#) and [Basic Algebra](#). At the time, the College already offered Intermediate Algebra and a non-Algebra pathway for degree-seeking students. Three years ago, the College reviewed completion data for AAS students and began researching possible barriers to completion. With a limited time to complete programs, extra remedial courses were a barrier for student completion. The College adopted an accelerated learning model beginning fall 2018. Co-requisite remediation for degree and certificate students in math and writing skills are offered. Students are placed during advising primarily using [placement test scores](#).

3B.2

The College believes in a set of core skills and aptitudes every NCK Tech student should possess independent of program of study. Central to that belief, the College's general education philosophy states:

The [general education](#) curriculum at NCK Tech is committed to educating the whole student through a core of valuable learning experiences common to all students independent of program of study. All programs, degree and certificate seeking, require [general education](#) as part of the program of study, equipping students for life-long learning.

As described in 3A.1, the institution offers a fundamental core of general education courses focusing on communication, critical thinking, math and computer literacy. This strong foundation of skills equips students for life-long learning. The general education philosophy is included in the [College Catalog](#).

Essential Skills

NCK Tech's [Essential Skills](#) are the common outcomes shared by all program students of NCK Tech regardless of major or campus. Introduced in fall 2017, the first assessment cycle occurred during the 2018-19 academic year. These skills will be assessed in both the academic and co-curricular settings, using an embedded assessment tool (pre-existing) of the department's choosing. The Essential Skills were developed by the Assessment committee as part of [ASPIRE 2022, Goal 1C. Essential Skills](#), as NCK Tech's institutional outcomes, will measure skills beyond the general education classroom to application in program curriculum. (Please refer to 4B for continued discussion of Essential Skills and the assessment cycle.)

3B.3

All programs at NCK Tech engage students in collecting, analyzing, and communicating information as applicable to their respective industry. Students regularly engage in critical thinking, troubleshooting and creative work through lab, clinical experiences and internships.

Labs

As the tag line states, NCK Tech provides hands-on skills with high-tech lab environments and industry equipment. Students work daily with innovative equipment and technology applicable to their field of study. See 3D.4.

Live Work

Several programs engage in “live work” when applicable to the program outcomes. Diesel Technology works with DS Bus Lines and the local school district to service and repair their bus fleet. Automotive Technology and Automotive Collision Technology accept community vehicles to provide students with real-world experience focusing not only on the skill, but customer service, documentation and part and product ordering. Carpentry/Cabinetmaking programs on both campuses build a complete house each academic year from drafting to final finishing. Houses are then sold at auction.

Clinicals

The nursing programs on both campuses have agreements with local hospitals and care facilities for student clinical experience. Regulated by state and [accreditation standards](#), Nursing students are exposed to [real-world experiences](#) guided by their instructors. Clinical course are a low teacher to student ratio and integral to the programs.

Internships

Several programs provide opportunities for an [internship](#) as a capstone course at the end of the program. The [course catalog](#) outlines the dates in which students are eligible to leave for internship. An internship experience is earned at NCK Tech. Only students who meet the requirements and have obtain an approved position are eligible. The Registrar tracks eligible students and process all [internship paperwork](#). Positions must be approved by the Department Chair of the program. The process begins late in the fall semester as potential employers visit campus and/or call about potential students. Internships often lead to full-time employment for students.

3B.4

The student body brings diverse experiences and trajectories leading them to NCK Tech; some are traditional students straight from high school, others have followed a non-linear path to reach NCK Tech. The institution works to connect students together to share, learn and grow from each other’s experiences. The College also recognizes students will enter a diverse workforce upon exiting NCK Tech. The job of the College is to prepare students for the workforce as understood today, and the workforce of the future.

NCK Tech prepares students for future careers, but also as citizens of their communities in which they work and live. As to this part of the mission, the College encourages students to consider the human and cultural diversity they will experience through several areas within the institution.

General Education

The [general education](#) core contributes to the human and cultural diversity students experience at NCK Tech. First, students are given choice when enrolling in general education courses providing a mix of majors and experiences in the general education courses. Curriculum in several general

education course focus on human and cultural diversity. As example, Sociology students conduct [research](#) exploring different cultures. Student also [examine social class structure](#) within their communities and the United States. General Psychology students engage in course discussion covering topics such as culture, gender differences, and prejudice.

Tech Connect

The College added a [student success course](#) in fall 2018. This course was added as part of the First Year Experience programming to assist in retention and completion. The course covers a wide-variety of first-year topics, but does focus in a couple of areas on human and cultural diversity awareness. First, one of the main goals of the course is to get all NCK Tech students out of their departments and engaged with one another. The course gives each campus the opportunity to see welding students working together with nursing students in the same class. The class focuses on group work and team-building exercises exploring issues of diversity and cultural awareness. Reference 4C.3 for a complete discussion of NCK Tech's student success course, [Tech Connect](#).

Housing

The Beloit campus includes eight on-campus [housing](#) units. The configuration is apartment style, with four students sharing a single apartment within a unit that includes four apartments. Students are assigned to an apartment, sharing the space with a diverse group of roommates. Students may request a roommate, but many times, students are meeting their living mates for the first time in August. This experience engages students in appreciating diverse views and living styles.

Gateway program

Students on the Hays campus can experience residential housing via Fort Hays State University. As part of the [Gateway program](#), NCK Tech students have the option of living in FHSU's [residential housing](#). Students can also explore the various clubs, organizations and activities available to FHSU students. NCK Tech students participate in many of the diverse and culturally engaging programming available at the FHSU campus.

Co-curricular/Community Service

Through program co-curricular experiences, students are involved in [community](#) and service learning. Both campuses have an active [Student Senate](#). Each NCK Tech Student Senate engages in [community](#) service events, planning campus events and working with administration for campus improvements. As example, the Nursing programs on both campuses hold [flu-shot clinics](#). Electrical Technology, Automotive Technology, Heavy Equipment, and Welding students on the Beloit campus assist with the community seasonal lighting display, Isle of Lights. Automotive Technology students on the Hays campus assemble bicycles for kids as part of a give-away program at the local race track. Hays Welding students help with judging of the FHSU Industrial Arts Fair for secondary students. Several programs on the Hays campus perform community service helping and running events at the Annual [Oktoberfest](#) Celebration. All of these experiences contribute to students recognizing diversity within their communities.

3B.5

NCK Tech supports scholarly activities by both faculty and students. While, NCK Tech is not a research institution, the College promotes faculty involvement in professional organization, student

involvement in professional organizations and skills contests and achievement of student professional licensure as applicable.

Faculty are invited and participate in advisory boards for regional secondary institutions and serve on committees for the Kansas Board of Regents involving curriculum alignment and military articulations at the state-level. Faculty are involved in regional organizations, hold industry credentials and attend industry conferences and meetings. Faculty have presented at conferences as industry experts and on teaching methods within the Career and Technical Education classroom.

Students have been [leaders](#) in skill competitions at the state and national levels. Students participate in [SkillsUSA](#), a [national organization](#) serving college and secondary students preparing for careers in technical fields including health care, and Business Professionals of America, an organization supporting business and information technology fields with student-level competitions. Historically, NCK Tech students have placed well in these events.

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- 3.B.1. Hays Campus General Education Schedule Fall 2019
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3.C - Core Component 3.C

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

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

Argument

3C.1

As of academic year 2019, NCK Tech employed [ninety-six people](#) among two campuses. This number does not include adjuncts teaching online, concurrent or evening classes. Of the ninety-six employees, fifty-nine are faculty members almost evenly divided among both campuses. The Beloit campus houses the majority of staff members who serve students and faculty at both locations such as Administration, the Registrar and student accounts/billing. Staff members serving both locations travel between campuses on a regular basis to serve the needs of all. Recent hiring and restructuring has been aimed at providing additional support staff on the Hays campus as student numbers trend upward.

[Contract structure](#) for faculty is based on the number of academic working days and a work day from 7:30 to 4:30 versus credit hours or course load. Faculty have non-student contact time throughout the week to carry out essential tasks and participate in campus committees. Most programs end courses at 3:30 and campus committees and other meetings are generally scheduled at this time to not interfere with student course time. As mentioned previously, curriculum and assessment are faculty-driven. Department chairs are responsible for the oversight of program and course curriculum, and for program-level assessment. Faculty received support in these areas from the Instructional Coordinator whose role is to provide instructional support and assistance for faculty on both campuses.

For AY19, the student to faculty ratio was 13 to 1 for full-time, program students. This low ratio allows students to interact with instructors and develop an important relationship to support students academically and into the future professionally. Program students have access to most of their faculty during the instructional day.

As the Hays campus student population has grown in the last five years, the College has worked to establish services for Hays students and add space with budget restrictions. This continues to be challenge for NCK Tech as budgets are not conducive to hiring new staff. With the recent restructuring, a Student Success Coordinator and a Student Experience Coordinator were added on the Hays campus. The Student Success Coordinator spends part-time as a Financial Aid assistant. These two new positions focusing on supporting students through graduation. The Dean of Enrollment Management, another new position, is also housed on the Hays campus.

3C.2

NCK Tech has, through several incentives, worked to [raise the credentials](#) of faculty and staff. NCK Tech Board Policy states faculty must have a degree above the level in which they are teaching, Bachelors for faculty teaching in AAS programs and at minimum an AAS for certificate level programs. All general education instructors must have a Master's degree within the field or a Master's degree plus eighteen graduate hours within the field. This requirement is the same independent of modality or location of the course.

NCK Tech strongly supports faculty pursuing professional development and higher degree attainment and has included this in [ASPIRE 2022](#). Objective 1a.1 Increase the number of faculty who earn academic and/or industry credentials under Goal, Create Strategies to Attract, Develop and Retain Superior Faculty and Staff, points to the importance of an appropriate qualified faculty at NCK Tech. Currently, 74% of NCK Tech faculty are appropriately degreed as per board policy with the degree above the degree.

Often [hiring](#) decision in technical education must be made on qualified industry experience, including licensure in the field, versus degree level. Rare are the unicorns that possess both, as industry in some of the technical fields does not place emphasis on academic credentials. NCK Tech's [hiring](#) policies include the option to hire based on qualified industry experience.

To make sure the institution hires the best candidate for faculty positions and still maintains appropriate academic credentials, the College has made a financial investment to continue to develop faculty and staff. Several incentives were developed through board policy and faculty negotiations. First, NCK Tech provides [tuition reimbursement](#) faculty and staff working towards their next degree. Through the [Faculty Negotiated Agreement](#), faculty will receive a salary increase upon earning their credentials, the next degree level. This salary increase is added to base pay rather than given as a bonus. Also as part of the [Negotiated Agreement](#), all faculty will receive a longevity increase, an increase in base salary every fifth anniversary with NCK Tech. In order to receive the longevity increase faculty must be appropriately credentialed, earning the minimum degree above the degree they are teaching. The incentives above are only available to full-time faculty currently.

All instructors – full-time, adjunct, and concurrent – are required to submit transcripts to review credentials and qualifications as per policy.

3C.3

All instructors are [evaluated](#) regularly as established in Board policy and through the [Negotiated Agreement](#). Instructors are evaluated on a rotational basis; all new instructors (within two years) are evaluated twice during an academic year, once per semester. Instructors in their third and fourth year are evaluated annually. Fifth year and beyond faculty are evaluated every three years. The evaluation process is outlined in the [Faculty/Staff Handbook](#) and corresponding documents are

included in the appendix. The process includes a mix of self-reflection, classroom walk-throughs and class or lab observation. Adjunct and concurrent faculty not placed on a cycle are evaluated annually. Evaluations are carried out by the Vice President of Student and Instructional Services and the Dean of Instruction on the Beloit campus, and the Vice President of the Hays campus in Hays.

The institution had tried various means to carry out student evaluations of instructors and courses. Previous systems were time intensive and cumbersome including using scantrons and trying to “use technology” incorporating Google forms. Two years ago, NCK Tech began using the [SmartEvals](#) platform. This system, housed off-campus, uses uploaded student data to email students with links to their course surveys. Results are delivered timely by set dates provided during the survey set-up process. This system provides results much faster to all administrators and faculty. All sections are surveyed each semester including face-to-face, online and concurrent. Currently, the only sections not surveyed are short-term courses such as Commercial Driver License (CDL), Certified Nursing Aide (CNA), and Certified Medication Aide (CMA). Due to software limitation in the [SmartEvals](#) systems, for now, these students are surveyed using embedded surveys in their online shells or using Survey Monkey.

3C.4

NCK Tech promotes professional development; it encourages faculty to remain current in their respective fields, enhance their teaching knowledge and discover new industry innovations. The College annually budgets for professional development through the general budget, distributed through program budgets, and using funding via the Perkins grant.

Over the past three years, professional development expenditures from the Perkins grant averaged \$56,284.00. A portion of the [Perkins grant](#) provides funding for professional development for all CTE faculty and staff working exclusively with CTE program students. As the majority of the student population is CTE students, the institution has been able to fund professional development for most who request. Some examples of [professional development](#) include: Vision Hi-Tech Training for Automotive Technology faculty on both campuses; solar training for Electrical Technology faculty on both campuses; Pharmacy Technical Educator’s Conference for Pharmacy Tech faculty; and FabTech for Welding Technology faculty.

In addition, the College has averaged \$43,846.00 on professional development travel and resources. General Education faculty not supported by the Perkins grant have attended teaching conferences and discipline specific events. Instructors have attended conferences for co-requisite remedial, discipline-specific conferences, technology in the classroom, and the flipped classroom.

These figures are in addition to the tuition reimbursement or other incentives provided to faculty for pursuing higher education.

3C.5

NCK Tech takes pride in the personal touch it offers students. This personal touch includes being available for students. As per Board policy, all instructors are on campus for an eight-hour day with the expectation to be available to students during all scheduled class times, thirty minutes prior and thirty minutes after class time. Each instructor has [posted office hours within the syllabus](#) and posted on office doors. Many faculty members use texting and social media to connect with students after-hours if needed.

In an effort to increase retention, the message to faculty has been, “Know Your Students.” Students often spend a majority of their day with the same faculty member. Small class sizes provide immediate access and faculty offices are connected to classrooms and shops and not removed from student access.

For general questions, the College has invested in an online tutoring system; Tutor.com. This service is for all students, but meets the needs of online students who may not be able to come to campus for one-on-one tutoring. Student usage has been low, but the system is fairly new and marketing efforts to students is being refined.

To track student perception of faculty availability, the end-of-course evaluations asks students to rate the availability of instructor for assistance.

3C.6

Staff members play a vital role in student success at NCK Tech. Each job description includes qualifications for the position. The College continually supports growth and professional development in all employees through in-house professional development activities, conferences and workshops, continuing education and other training activities.

The College has allocated funds for staff training. The Financial Aid Director is a member of NASFAA (National Association of Student Financial Aid Administrators) and attends several of their webinars throughout the academic year. The Financial Aid Director attended the NASFAA annual conference. The Registrar routinely attends KACRAO (Kansas Association of Collegiate Registrars and Admissions Officers), and the KBOR Data Conference. As the Veteran’s Administration rep and the SEVIS DSO, the Registrar also attends professional development events in these areas regularly.

When possible, Perkins funds may be used to train some staff positions working directly with CTE students. As an example, advisors attend annual training using Perkins funding. The Instructional Coordinator has been able to attend some training in retention, assessment and first-year experiences using some Perkins funding. Staff members from both campuses have attended the annual ACCUPLACER conference for test administrators.

NCK Tech invested in a new Student Management System, CAMS. To train all staff in utilizing the system, several training sessions were held with trainers from CAMS traveling to NCK Tech. The College provided time during the duty day for all training events. Professional staff meet monthly to discuss student processes and to stay current on office activities supporting students and faculty as continued professional development.

Sources

- 3.A.3 Master 19-20
- Blank FTFaculty Contract
- BP 7-34 Tuition Reimbursement
- BP 7-50 Faculty Evaluations
- BP 7-6 Faculty Credentials 1
- Criteiron 3 - Bdmn 19 080519 Approv Catalog
- Criterion 1 - 1.A.3 ASPIRE 2022

- Criterion 2 - BP 7-3 Recruitment Hiring
- Criterion 2 - Hiring Process
- Criterion 3 - 19-20 Faculty Staff Handbook
- Criterion 3 - Advisory_Committee_Handbook
- Criterion 3 - BdMn 19 051319 approv catalog
- Criterion 3 - FY2020NegotiatedAgreement
- Criterion 3 - smartevals
- Criterion 3 - Syllabus ACIT101
- Criterion 3 - Tutor.com agreement 19-20
- Criterion 3-Jan 5 2018 Faculty PD Presentation

3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

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

Argument

3D.1

NCK Tech is committed to student success and provides student support services as needed. The College offers support in Financial Aid, Academics, Accessibility and Accommodations, Veteran's Affairs and Student Affairs.

Academic support is provided on each campus. The Beloit campus houses the Student Success Center with the library, computer lab and tutoring center. Through the [Gateway Program](#), Hays campus students have access to the Kelly Center and Forsyth Library on the Fort Hays State University campus. The Kelly Center provides tutoring for NCK Tech students. The College has purchased [Tutor.com](#), an online tutoring platform available to all students, online, face-to-face and concurrent. The Online Coordinator provides assistance to students with tech or access issues in their online courses. NCK Tech also has tech assistance via the [Online Course Support Center](#).

NCK Tech's Director of Learning Services assists students in developing accommodation plans for students on both campuses and across modalities.

Financial Aid services are available on each campus, with the Financial Aid Director housed on the Beloit campus. The Hays campus is serviced by a Financial Aid assistant, but the Director travels regularly to the Hays campus during peak times. The Registrar serves [Veteran](#) and International students on each campus.

The institutional [restructuring](#) created three new positions within Student Affairs. Student Affairs is led by the Vice President of Student and Instructional Services. Under this umbrella, the Dean of Enrollment Management, the Dean of Student Experience and the Dean of Student Success support students from initial contact through graduation. The Dean of Enrollment management resides on the Hays campus with the admissions team members on both campuses. The Dean of Student Experience and the Dean of Student Success are both on the Beloit campus. The Student Experience Coordinator and the Student Success Coordinator are on the Hays campus.

The Student Satisfaction Survey administered each spring semester, shows while students are satisfied in some support areas, room for improvement exists. On the Beloit campus 74% of students were satisfied or highly satisfied with the statement, “Staff in the Student Success Center are supportive of NCK Tech students.” In spring 2018, students on the Hays campus indicated the top two services needed were Financial Aid and Food Service. A Financial Aid Assistant was hired for the Hays campus beginning fall 2018 and Food Service options for the Hays campus are being explored currently. To accommodate requests, the College first changed vending machine selections to include sandwiches. Next, local food trucks were explored. NCK Tech schedules local food trucks on campus on a monthly basis.

3D.2

NCK Tech is an open-admissions institution. As part of the admission process, the College requires students to submit [placement test scores](#), offering ACCUPLACER free of cost testing for students who do not have other placement scores. Students must submit test scores, but a minimum score is not required to gain admission into the institution or a program.

[Placement test scores](#) in math and writing are used for placement into general education courses. Students are advised as to the use of the placement scores prior to testing at NCK Tech. KBOR endorsed testing guidelines for placement testing. NCK Tech has adopted the guidelines as incorporated in the College’s Testing Policy. Currently, the College is only utilizing placement scores in math and writing courses, but would like to pilot using multiple measures such as high school GPA in addition to placement scores. During orientation and enrollment, students meet with an advisor who explains the scores and placement chart.

Nursing is the only exception requiring a [separate admissions policy](#) including test scores and pre-requisite courses. Nursing students must apply to admittance to the College as well as apply to the Nursing program. Students must submit a TEAS score along with transcripts showing pre-requisite course work. All pre-nursing students are assigned an academic advisor to help them through this process. Students transferring in credits and applying to the Nursing programs are advised by the Director of Nursing on each campus.

3D.3

NCK Tech believes academic advising to be one of the most important elements for student success. In support of this belief, the College has invested in improving the advising process. NCK Tech practices proactive or [intrusive advising](#). Starting with the initial meeting at orientation, advisors connect to students with the goal that the student sees their advisor as someone who cares about their success.

The College does not hire professional advisors; members of the General Education faculty (breakdown of who advises who) on both campuses serve as advisors. In addition to General Education faculty, the Directors of Nursing on each campus engage in advising with a limited group of students. Each advisor is assigned to certain programs and advises all students within those program areas. Advisors then can focus on the requirements, courses and nuances particular to only a handful of programs versus the entire institution. Advisors assist with educational goals, developing an academic plan, registering for courses and also serve as the first touchpoint to NCK Tech’s early alert system ([SOS](#)). The advising role and process is identified within the [Advising Handbook](#) which is updated annually.

Over the last five years, the College has focused on growing the advising program and increasing the number of touchpoints student have with advisors. Initially, students were only required to see their advisors to enroll in courses. Now, students have three required check-points per semester to meet with their advisors as part of NCK Tech's focus on student success.

Students are introduced to academic advising at NCK Tech during campus visits and then again at orientation. During campus tours, prospective students are introduced to advisors as part of the department tour. At orientation, a separate session is held prior to scheduled advising times to introduce students to advising and the relationship between students and their advisors, the roles and responsibilities for both parties in the advising relationship.

The advising team meets at minimum once per semester, quarterly if new initiatives are being developed. The meetings provide updates, feedback to the process and trainings as needed. Professional development is provided by attending the NACADA regional conference, and over the past three years, all advisors have attended at least once. Through these meetings the advising team has developed an advising syllabus to be used by all advisors, as a recommendation from NACADA. The team has also developed advising outcomes for first year students and returning students as posted in the syllabus.

3D.4

To provide students hands-on skills for high-tech careers, NCK Tech has equipped classrooms and lab spaces with resources and equipment needed for industry preparation. The College is able to purchase equipment for instructional spaces through three resources: the Carl Perkins grant, Capital outlay funds provided by the state, and grant funding. Other instructional support and infrastructure is provided through the general budget.

Technological Infrastructure

NCK Tech has the technology to support teaching and learning across both campuses and additional locations. As documented, the institution has dedicated financial support for infrastructure, software, and human resources.

Classroom/Lab

As part of the budgeting process, Department Chairs provide a list of requested equipment with a priority designation based on program need and tied to assessment results. From this list the College then allocates funds to purchase equipment. Over the past three years, NCK Tech has averaged \$109,900.00 spent annually on equipment via Perkins funding with a total spending for three years - \$329,700.

Purchases made via Perkins funding include an Automotive Alignment System for the Beloit Automotive Technology program, a Solar Electric System for the Hays Electrical Technology program, an Electrical Simulator Board for Diesel Technology – each of these items would be well over the allotted funds for the department budget – Perkins grant enables the College to purchase high-tech innovative equipment for students to train.

Traditionally, NCK Tech's Heavy Equipment has been an expensive program due to machine, fuel and repair costs. The aging fleet of iron also meant students trained on older equipment. To create more consistency in the program's budget, the College has teamed up with two industry partners to

lease equipment. The College leases the equipment for a fraction of the companies' usual rates reducing the College's need to budget for costly repairs. Other benefits include students can train on modern equipment and experience less breakdowns.

Library and Learning Resources

The Beloit campus hosts the [Student Success Center](#) which contains a library and reference materials, computer lab and resources to support learning. Each year materials and equipment are added through acquisitions via the Perkins Grant and the general budget. The space is currently transitioning to a Student Success Center designed to accommodate a variety of learning experiences with transitional furniture for group learning and collaboration.

In Hays, students have access to library and learning resources through the Fort Hays State University library as part of the [Gateway Plan](#). NCK Tech students can access materials and services offered through FHSU's library. The Nursing department on the Hays campus has a small library of nursing specific resources housed in the Nursing Building.

Clinical sites

The College has agreements with all clinical sites for the Nursing programs following Kansas State Board of Nursing guidelines. Clinical sites are located in several locations providing learning experiences in surgical, mental health, gerontology, hospice and clinic nursing. [Clinical sites and agreements](#) are reviewed annually by the Director of Nursing on each campus and college Administration.

3D.5

NCK Tech has policies and guidance to promote the effective use of research and resources in student work. When applicable programs and courses assist students in conducting research suited to their particular field of study. Each course syllabus contains the College's [Academic Honesty Policy](#) which all courses follow. Per example, in Composition I students examine source content and how to evaluate, use and cite material. In the program areas, students are instructed on using various resources for project troubleshooting and researching available options.

The College, through Board policy, adopted the American Library Association's [Library Bill of Rights](#) to preserve information and access to information for student research. On the Beloit campus, students have access to library materials housed in the [Student Success Center](#) and assistance in using materials. Students on the Hays campus have access to Fort Hays State University's Library via the [Gateway Plan](#). Staff at the Forsyth Library are available to assist NCK Tech students in information use.

As per Board policy, the College has an [Information System's Use Policy](#) for technology and internet usage using College spaces and/or equipment. The College has an additional Internet Use Policy specifically for students residing on campus.

Sources

- 3.D.4. Student Success Center
- BP 10-13 Academic Honesty

- BP 9-20 The Library Bill of Rights
- Criterion 2 - NCK Tech-Org Chart updated 9.11.19
- Criterion 2 - NCKTC ISUP
- Criterion 3 - 2018-19 Nursing Faculty Handbook
- Criterion 3 - 7.1 Clinicals
- Criterion 3 - 7.2 Clinicals
- Criterion 3 - Advising Handbook 19-20
- Criterion 3 - moodle course support
- Criterion 3 - Test Scores Chart 7-18
- Criterion 3 - Tutor.com agreement 19-20
- Criterion 3 - Veterans Information Form
- Criterion 4 - Flow chart SOS! update 8-17
- FHSU Gaterway Information 09.13.19

3.E - Core Component 3.E

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

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

Argument

3E.1

NCK Tech offers [co-curricular](#) experiences to students to enhance the learning experiences of students as per the institutional mission; to enrich lives and developed skilled professionals. The [co-curricular](#) experiences available to students focus on preparing students for career and life. NCK Tech defines the co-curricular experience as learning experiences designed to support the academic curriculum. The co-curricular learning experiences are typically voluntary and non-graded. Many programs offer internships and clinical experiences, both create an enriched learning environment, but these experiences are not included as co-curricular. At NCK Tech [internships](#) and clinical experiences are part of the academic curriculum as listed in the College catalog and included in the academic curriculum and listed in the [College Catalog](#).

Students, with a few exceptions, are with the College for a short time – some only being here for nine months. In the past, the College was challenged with getting students involved outside of the time spent in their program area. NCK Tech has offered [co-curricular](#) experience for students throughout the years, but these experiences have been siloed with little holistic connection to the institution and to program learning. Dedicated to improving the student success and improving opportunities for involvement, the College worked to develop co-curricular suited to the needs of Technical Education students focusing on leadership and career exploration. Current co-curricular experiences include: participation in skilled competitions through [SKILLS USA](#) and Business Professionals of America; campus leadership through NCK Tech [Student Senate](#) and NCK Tech [Student Ambassadors](#); service-learning organized through programs; and field trips and in-program speakers.

NCK is working to expand [co-curricular](#) opportunities on both campuses. The challenge is for the College to continue to grow offerings for students appropriate to NCK Tech's culture. The opportunities available on each campus may be different due to the varied demographics on each campus. The Dean of the Student Experience and the Student Experience Coordinator are responsible for growing co-curricular options. These [positions](#) are new to the College as of July 2019.

3E.2

While NCK Tech is not a research institution, the College gives back to the region through community engagement and service learning. As discussed above and in Criterion 2, NCK Tech students and faculty regularly participate in community engagement and service learning. Nursing

programs on both campus organize health fairs and [flu shot clinics](#). Student Senate on both campuses organize [blood drives](#) and participate in [local parades](#). Students in Business Technology, Business Management and Culinary Arts provide their talents to Hays' [Oktoberfest](#).

The College contributes to the economies of the communities it serves. The Hays campus is primarily a commuter campus attracting students from surrounding counties. Those students upon graduation stay within the region. The Beloit campus, with housing, enrolls students from across the state and surrounding states. Students contribute to the local economy as students.

Sources

- Criterion 1 - 9.21.2018 Oktoberfest Drive Thru
- Criterion 1 - DHDC announces 2018 Frostfest winners
- Criterion 2 - NCK Tech-Org Chart updated 9.11.19
- Criterion 3 - 4-5-19 Student Senate Agenda
- Criterion 3 - Blood drive 2018
- Criterion 3 - Community Health Fair Handout 2019
- Criterion 3 - HaysMed flu shot drive
- Criterion 3 - Internship Guidelines
- Criterion 3 - SkillsUSA Kansas
- Criterion 3 - Student Ambassador Job Description
- Criterion 4 - NCK Tech Co-curricular

3.S - Criterion 3 - Summary

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

Summary

NCK Tech delivers high quality educations independent of location and offerings. As per the mission, the College uses applied learning and innovative equipment and learning spaces to develop personalized educational experiences; therefore, NCK Tech, as presented above, fulfills the criteria for Criterion Three.

The College maintains curriculum at an appropriate level and rigor in relation to award levels of the institution. NCK Tech has review processes including the Academic Affairs committee and program review. Learning goals are consistent among all modalities and course locations via the WIDS system and course evaluation process.

The College continues to work on developing student support service suited to the needs of each campus. As the Hays campus continues to grow, additional services will need to be added. As presented above, NCK Tech is working to provide co-curricular experiences to more students and encourage student involvement.

Sources

There are no sources.

4 - Teaching and Learning: Evaluation and Improvement

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

4.A - Core Component 4.A

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

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

Argument

4A.1

NCK Tech maintains a practice of internal program review. This process has evolved over the years to encompass a holistic view of each program and incorporate quality improvement through goal setting. [Program review](#) as noted in the last comprehensive visit entailed primarily a data review. Enrollment, retention and financials of each program were reviewed by the Administrative Cabinet. Decisions as to program improvement were made between the Department Chair and the Dean of Instructional Services. Through the past six years, the process has been redeveloped to involve reflection on part of the program faculty and the overall health of all facets of the program.

The [purpose](#) of program review is for the team of faculty and administration to regularly review the effectiveness of individual instructional programs. The process assists the College in meeting the mission as follows:

- Determining the manner in which individual programs support the mission of the College
- Demonstrating program accountability to students, stakeholders, and funding sources such as the State of Kansas
- Indicating where improvements could be undertaken within programs related to curricular and program changes based on data-driven decision-making
- Assisting programs in preparing to secure and/or renew individual program accreditation from national/state/regional accrediting agencies
- Enhancing awareness of individual programs, increasing visibility, and providing information for promotional efforts related to program enrollment
- Encouraging the celebration of program success
- Allowing the College to meet the HLC requirement for on-going program review

Program review is designed and intended to be a process of continuous improvement, not to be punitive in nature. Department Chairs are encouraged to document challenges as well as successes within their programs. The College is interested in the faculty viewpoint as to how the program can improve and the ways the institution can support faculty in a shared vision.

Reviews are conducted on all programs, including short-term programs, on a three-year rotation. Each spring, [notice is sent to programs](#) up for review with directions to complete a program self-study. Department Chairs are encouraged to complete the [self-study](#) process involving all faculty within the department; the self-study process should not be a solo project. Information requested in the self-study includes: review of curriculum including course competencies and program outcomes; assessment data; advisory board recommendations; support of marketing and recruiting efforts; reflection on current resources; reflection on industry trends; and future goals. At the same time, a [data dashboard](#) is created reflecting enrollment, retention, completion, and employment trends per program.

With the above information in hand, the Vice President of Student and Instructional Services, the Dean of Instruction and Department Chair meet to review provided data and [set goals for the program](#). The overall health of the program is determined at this meeting, and if necessary, a follow-up review may be required. Program improvement is made through shared goal-setting during the program review process.

As per example, Electrical Technology on both campuses participated in [program review](#) in AY 2018. As a goal the programs included a focus on incorporating alternative energies. The result was the addition of a course on Solar Electricity to be offered in the spring semester. Instructors from both campus programs attended training on solar energy to prepare for teaching the course.

The process continues to be refined to work effectively for both faculty and administration. Additional information has been added to the self-study to include curriculum conversations. As programs are now in their second cycle of program review, the conversation will include updated progress on goals. At that time the program review team will determine if the goals have been met or if we need to continue with that goal towards the future.

4A.2

The Registrar's office is responsible for evaluating all transcribed credit. The institution has policies for [transfer credit](#) and awarding credit for prior learning as documented in the Board Policy Handbook, the [college catalog](#) and the [student handbook](#). All policies are available to students via the public website.

NCK Tech follows the guidelines as established by the Kansas Board of Regents task force on credit for prior learning. The [credit for prior learning guidelines](#) are included within the [transfer policy](#) in both the Board Policy Handbook and the [college catalog](#). NCK Tech's Vice President of Student and Instructional Services served on the committee to establish the guidelines. NCK Tech also uses ACE recommendation in reviewing military transcripts for credit for prior learning and transferability.

As documented in Criterion 3, NCK Tech's Academic Affairs committee evaluates all courses prior to approval for offering. Through KBOR's Transfer and Articulation Committee, curriculum is aligned for general education courses and some common courses within the Business Management and Business Technology curriculum. The alignment process developed credit hours and competencies as part of the process. Technical programs fall under program alignment, as described in Criterion three. Credit hours and competencies are determined through a state committee process.

4A.3

As per Board policy, NCK Tech has a [transfer policy](#) specifying the credit it will accept per type of credit, general education courses and technical education course. This policy is also in the [college catalog](#) and posted in to the [public website](#). NCK Tech accepts transfer credit from regionally accredited institutions. The College will only transfer those credits which fulfill a program requirement at NCK Tech.

The Kansas Board of Regents has prioritized seamless transfer with the state. NCK Tech accepts all transfer credit as part of this process. [KBOR's Transfer and Articulation Committee \(TAAC\)](#), comprised of faculty and administrators representing all public post-secondary sectors, has established a list of general education and common courses for transfer across institutions. Course are selected annually by the committee to add to the transfer list. Each fall, NCK Tech faculty attend the Kansas Core Outcomes meetings to evaluate and/or develop outcomes for courses selected by TAAC. [Courses eligible for system-wide transfer](#) are noted on the public web with the KBOR course transfer emblem.

NCK Tech also participates in the [Kansas Board of Regents technical program alignment](#). Program alignment is an initiative by the Kansas Post-Secondary Technical Education Authority (TEA). Programs are selected to undergo alignment and groups of industry leaders and program faculty from across the state develop a map for the program. Curriculum maps include an aligned CIP code, aligned program title, aligned courses to include with the program curriculum and aligned credential. The process is aimed at meeting the needs of business and industry. The aligned curriculums still allow for institutional and regional flexibility. NCK Tech's Carpentry/Cabinetmaking; Plumbing, Heating and Air-Conditioning; Practical Nursing; Associate Degree Nursing; Welding; Automotive Collision Technology; Automotive Technology; Diesel Technology; and Electrical Technology have all been aligned through this process.

Recommended revisions may be submitted by stakeholders after an alignment has been approved. Two programs, Electrical Technology and Plumbing, Heating and Air-Conditioning, recently went through the alignment process again, as updates to curriculum and industry needs were considered.

The Kansas Board of Regents is working with the US Army to develop [credit for military service](#). This alignment process involves meetings of military personnel, faculty and administrators from across the state to examine program outcomes compared to military skills and competencies as documented via MOS designations. Several articulation agreements have been developed for accepting credit for service. NCK Tech has developed a military articulation for Diesel Technology.

4A.4

Faculty are responsible for curriculum development including rigor and expectations of student learning. Each department establishes course descriptions and pre-requisites based on degree requirements, advisory committee feedback, industry standards, and state alignment maps. This information is documented in WIDS and in the course catalog which is updated annually. Curriculum modification resulting in an alteration to the course catalog must be approved via the Academic Affairs committee.

The College follows all prerequisites as established by the [Kansas Core Outcomes](#) for all state aligned general education courses. Prerequisite recommendations for all aligned technical courses are followed as indicated on each [aligned map](#) on the Kansas Board of Regents website. All information is reviewed in during the program review process and through advisory committee feedback.

NCK Tech follows the Kansas Board of Regents [guidelines for placement assessment](#) and assesses students for entry placement using the College Board's ACCUPLACER Next Gen product.

NCK Tech offers dual enrollment and [concurrent](#) enrollment for high school students enrolling in certificate and degree programs and in general education courses. [Faculty credentials](#) for instructors teaching in dual or concurrent enrollment courses are consistent with Board policy. Instructors follow the common course syllabus using the same course competencies and course assessments as courses offered on-campus. Faculty are evaluated and students have the opportunity to evaluate their instructors using the SmartEval system mentioned in Criterion 3.

4A.5

Where available, NCK Tech encourages program Department Chairs to seek [external accreditation](#). To date, the following programs are accredited by industry-recognized accrediting bodies:

[Automotive Technology](#) – NATEF (National Automotive Technicians Education Foundation) (programs on each campus had to seek separate accreditation. Automotive technology on both the Hays and Beloit campuses are accredited).

[Automotive Collision Technology](#) – NATEF (National Automotive Technicians Education Foundation)

[Associated Degree Nursing](#) – ACEN (Accreditation Commission for Education in Nursing, Inc.), Kansas State Board of Nursing

[Carpentry/Cabinetmaking](#) – NCCER (National Center for Construction Education and Research)

[Heavy Equipment Operation](#) – NCCER (National Center for Construction Education and Research)

[Practical Nursing](#) – Kansas State Board of Nursing

[Pharmacy Technician](#) – ASHP (American Society of Health Systems Pharmacists)

External accreditation validates curriculum and learning experiences via certification or licensure exams associated with the accrediting body. Regular reviews of programs ensure program curriculum is current and up-to-date.

4A.6

NCK Tech evaluates the success of its graduates in three ways; internship review, advisory feedback and [student follow-up data](#).

Internships

Many programs at NCK Tech incorporate [internships](#) into their curriculum. Some students begin the internship experience as early as the week after spring break during their last semester. To be eligible for internships, students must meet the [criteria](#) and have an approved internship secured. Faculty evaluate students while at their internship and [employers evaluate student performance](#). Internship evaluations are used as an assessment tool for several programs.

Advisory feedback

All programs have an advisory committee including regional employers hiring NCK Tech students. Advisory members provide feedback at minimum twice a year during advisory meetings. Advisory members, who employ NCK Tech students, often come at other times during the academic year to visit with students and recruit. NCK Tech students benefit from repeat employers. Per example: Foley Equipment hires Diesel Technology graduates each year; Automated Control Technology students are sought out by CASA Controls and Hess Services, Inc. and Caterpillar Work Tools both frequently hire NCK Tech Welding graduates.

Follow up data

The College collects data on place of employment, wage, and additional credentials as part of the [follow-up collection](#) for the Kansas Board of Regents. Faculty follow-up with students six months after graduation to gather place of employment, current wages and if the student has achieved additional industry credentials since leaving NCK Tech. This information is sent to KBOR where it is used to report to state legislators via the [KTIP report](#). The College also uses this information during [program review](#).

In addition to the above-mentioned processes, several programs including Nursing, conduct [employer surveys](#) and informal employer feedback. As part of [ASPIRE 2022](#), objective 4a.1, NCK Tech is working on an employer survey to distribute to all employers of NCK Tech students independent of program. As part of [NCK Tech's vision](#) to maximize the value for employers and communities, this information will be vital to improving programs.

Sources

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- Military course comp
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4.B - Core Component 4.B

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

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

Argument

4B.1

NCK Tech has been formally documenting program-level assessment since the last comprehensive visit. While the College has had a process in place for several years, consistency and sharing of information have been the focus of improving assessment at the institution. As established in 3A.2, NCK Tech clearly states all student learning goals as posted in the [College Catalog](#), the public website and in each course syllabus. All learning goals per program are documented in WIDS and mapped to each required course within the curriculum. Programs who have attained external accreditation map program outcomes to their accreditation standards. Program outcomes can then be [mapped to each course](#) using WIDS. As also stated in 3A.2, course competencies and program outcomes are standard across modalities of delivery.

NCK Tech has an [assessment process flow-chart](#), posted in the [Assessment Handbook](#), documenting student learning assessment for faculty. NCK Tech's [assessment philosophy](#) was reviewed and revised by the Assessment Committee in [fall 2016](#) to reflect the institution's focus on improving student learning. Student learning assessment fulfills NCK Tech's mission to deliver "applied, innovative and personalized education to empower learners, enrich lives, develop skilled professionals and strengthen economic systems." NCK Tech values the role of assessment to enhance academic quality.

The assessment process provides support and education to all faculty, incorporates innovation in developing assessment tools suited to hands-on learning, provides opportunity for collaboration and communicates assessment results for decision making. In addition, the College's Assessment process should be:

- Faculty-driven and faculty-owned
- Administratively supported
- Reviewed by the Assessment Committee
- Create value for students and support the institutional mission

Program Assessment

NCK Tech documents formal program assessment. Annually, all program outcomes are assessed by each program. Two documents are produced by Department Chairs on assessment each spring. Program assessment results are documented in WIDS in the [Outcome Assessment Plan Analysis table](#). In addition, Department Chairs draft an assessment summary providing a narrative of the academic year in terms of program demographics and assessment activities.

Faculty develop an [Outcome Assessment Plan](#) using WIDS. This plan documents the process the program will take to assess student learning. The plan includes information as to the assessment tools, the process for gathering assessment data or administering the tools, benchmarks for student success and improvement goals.

Many programs use third party credentialing exams to measure student learning. For example, Electrical Technology uses the Kansas Journeyman's Exam; Automotive Technology, [Automotive Collision Technology and Diesel Technology use Automotive Service Excellence certifications](#), and Welding Technology uses American Welding Society credentialing. Programs combine exams with hands-on or skills assessments in documentation. Programs without a program credentialing exam have developed comprehensive exams or projects to measure student learning. Business Management and Business Technology each use faculty-developed [capstone projects](#) to measure program outcomes.

General Education Assessment

General education is assessed on the course level. All sections, independent of modality, use the same assessment tool. Each section (face-to-face, online, concurrent, and evening) submits artifacts to the lead general education instructor per course. The [lead faculty member](#) gathers all assessment results from submitted artifacts and documents results in the [course matrix](#). The course matrix is similar to the tool used by program faculty in WIDS. Unfortunately, WIDS permissions and screens do not create the same Outcome Assessment Plans per course as can be constructed per program. Each matrix is submitted annually in May.

Surveys

NCK Tech uses survey results as indirect assessment for program outcomes. Currently, the [Student Satisfaction Survey](#) is administered each spring asking general program satisfaction questions. [Course evaluations](#) are administered each semester and provide general input as to improvement at the course level in support of program outcomes.

Essential Skills Assessment

AY 2019 is the first assessment cycle for NCK Tech's [Essential Skills](#). NCK Tech's Essential Skills are the common outcomes shared by all program students of NCK Tech regardless of major or campus. Beginning in AY 2017, the [Assessment Committee met to develop](#) a set of skills all NCK Tech students should possess upon graduation.

For years, advisory committee members have stressed the importance of soft skills. This became the starting point for NCK Tech's [Essential Skills](#). The assessment committee researched institutional outcomes at like institutions, visited with program areas as to the needs of business and industry advisory members, and created a list of potential Essential Skills. The committee worked to narrow the list developing skills applicable to both curricular and co-curricular student learning experiences. Essential Skills, as NCK Tech's institutional outcomes, will measure skills beyond the General

Education classroom to application in program curriculum.

[Essential Skills](#) will be assessed in both the academic and co-curricular settings, using an embedded assessment tool (pre-existing) of the department's choosing. The Assessment Committee has developed [standard rubrics](#) to be used by all programs assessing Essential Skills. A common reporting document was also developed by the committee to report results. Data will be collected at the end of the academic year. Essential Skills development and assessment is included in [ASPIRE 2022](#) as objective 1c.2. The Assessment Committee conducted training throughout the academic year on using the rubrics and developing assessment tasks to measure Essential Skills.

Assessment at NCK Tech is ever-evolving and improving. Notably, the College has been focused on "closing the loop," returning to documented assessment results to spur improvement. The [assessment process flow chart](#) has been included in assessment professional development. One example of documenting how faculty are closing the loop is the connection of assessment with all [expenditure requests](#) for equipment and/or classroom technology. During the budgeting process, Department Chairs submit request for Perkins equipment funding and capital outlay funding. The request forms tie back to specific assessment results and the strategic plan. Priority is given to programs documenting how additional equipment or technology will improve student learning.

4B.2

As documented in 4B.1, NCK Tech has processes to assess student learning. Academic assessment is conducted annually and documented using WIDS. Faculty have opportunities for professional development in conducting and document assessment and can request assistance at any time during the process from the Assessment Coordinator.

Curricular Assessment

The College collects data on program-level assessment. Each program develops an [Outcomes Assessment Plan](#) in WIDS. The plan provides information as to the assessment tool being used, the benchmark for student success, the process for administering the assessment tool, and improvement objective. This process is completely faculty-driven. Once the plan is established, faculty conduct assessment on program outcomes through the academic year. The Outcomes Assessment Plan Analysis is completed in May each year.

The Department Chair is responsible for the curricular assessment processes. While the Chair must submit the assessment analysis, all faculty within the department should be involved with the process. Faculty are encouraged to share assessment results and work on documentation as a team. The analysis document includes columns for student results, notes on the process for the year in reflection, and what improvements were made. The last column includes area for reflection as to what improvements from the previous year's assessment were implemented and whether or not they resulted in student learning gains. This last column is the most important as faculty reflect on any changes to be made within the curriculum or learning environment.

Each program submits an [assessment summary document](#) at the end of each academic year in conjunction with the WIDS Outcome Assessment Plan Analysis. The summary provides a narrative behind the numbers. A standard form distributed to all programs each year provides space to report on student counts, program improvements made that year, learning activities and department specific co-curricular experiences such as service-learning, in-class speakers and field-trips.

Faculty can begin documenting results as assessment activities occur rather than waiting until the end of the academic year. This provides time for faculty to consider the results, share and discuss within department areas, and develop a plan for improvement.

Co-curricular Assessment

The roots of the College are firmly planted in hands-on, career-focused education. Students attending NCK Tech were focused on coming to school to gain skills and often worked in those same areas outside of class time. NCK Tech has offered co-curricular experiences for several years such as skills organizations, [Business Professionals of America](#) and [SkillsUSA](#). Programs have internship experiences, often associated as a co-curricular opportunity. Program speakers and field trips complement the academic year in all programs. The College though, did not focus on assessing these student learning opportunities. Two years ago, through the Assessment Committee, NCK Tech began investigating how to best [assess co-curricular](#) at NCK Tech.

[ASPIRE 2022](#), objective 1c.1 is to develop and measure the effectiveness of co-curricular and student support activities. A small team of the Student Service Coordinators from each campus, the Instructional Coordinator (Assessment Coordinator in this capacity) and the Dean of Student Services began meeting to map out a process for co-curricular assessment.

The first task of the group was to define co-curricular for NCK Tech. The following definition was developed:

Learning experiences designed to support the academic curriculum. Co-curricular learning experiences at NCK Tech are typically voluntary and non-graded.

Using the above definition, internships at NCK Tech would not be included as co-curricular since they are part of the curricular programs and often used in curricular assessment. The team then decided to focus on three levels of co-curricular experiences:

- Institutional – activities and organizations promoted by NCK Tech that support or enhance an academic curriculum
- Community – opportunities outside of NCK Tech that support or enhance an academic curriculum
- Program – Experiences within the program that support or enhance academic curriculum

The team continues to meet regularly to further refine the co-curricular assessment process. Assessment Outcomes have been developed for assessing NCK Tech Ambassadors and Student Senate. An assessment cycle using the developed outcomes will begin in AY 2020. Due to the organizational restructure, the core team developing NCK Tech's co-curricular process will include the Dean of Student Experience, the Student Experience Coordinator and the Dean of Instruction.

[Essential Skills](#) are assessed in curricular departments and co-curricular areas. In AY 2019, the first two Essential Skills Communication and Leadership will be assessed in all academic programs and two co-curricular programs Student Senate and NCK Tech Student Ambassadors.

The College continues to provide professional development in all assessment matters to support faculty and staff in assessment processes. Trainings, informational lunch and learns and program specific guidance is provided by the Assessment Coordinator and members of the Assessment Committee. All new faculty are trained on assessment process at the College through the NCK Tech

101 series and through regular sessions with the Assessment Coordinator to support the process. The Assessment Committee distributes an assessment newsletter to keep assessment practices at the forefront for faculty.

4B.3

NCK Tech uses the information gained through assessment to improve student learning and the learning environment. Faculty reflect on assessment results each year and use the data to guide program and course improvements. As mentioned above, the last column in the WIDS Outcome Assessment Plan Analysis documents the improvements to both curriculum and the educational environment and if those changes improved student learning. Below are a few examples documented in assessment analysis as to improvements made within each program due to assessment results.

[Electrical Technology](#) Beloit campus – Implemented the “Bring Your A Game to Work” curriculum to increase student learning in professionalism

[Electrical Technology](#) Hays campus – Requested new Programmable Logic Controllers equipment via Perkins funding to improve student learning in this area

[Heavy Equipment](#) Operation – Changed the rotation of when students operate equipment for increased engagement and better operation

[Automotive Technology](#) Beloit campus – Adopted a new textbook with online support

[Information Technology](#) – Over a four year period, increased and updated the components to teach networking for improved student learning.

[Associate Degree Nursing](#) – Created individual study guides for students to successfully pass the NCLEX-RN exam. Faculty introduced more situational based learning exercises for students to increase critical thinking skills.

The reflection on student learning assessment historically has been a siloed effort. Faculty reviewed the results, analyzed the results and made changes within the department. Faculty continue to conduct student learning assessment annually using results to make program improvements. To incorporate assessment results into institutional decision making, assessment is included in program review. As part of the program review process, assessment documentation and reflection on the assessment is included within the [program self-study](#).

The College has experimented with creating an Assessment Report or Assessment Summary document. Each program varies in the assessment tools measured and benchmarks established. For reporting during the Board of Trustees retreat in November 2018, an overall percentage rate was calculated as one measure. While it quantifies results at NCK Tech, the narrative picture as to how this number came into play and better yet, how it will be used still remains elusive with the reporting practice.

ASPIRE 2022, objective 1c.3 is to streamline NCK Tech’s assessment processes. The College has worked since the last comprehensive visit to educate faculty as to NCK Tech’s assessment process. Most of the training centered on using WIDS for documenting program assessment. Faculty training was conducted one-to-one to suit each faculty members needs and focus on creating a consistent process across the institution for documenting assessment. As faculty work to close the loop within their respective areas, assessment results as a whole need to be used on the institutional level per

improvement. The Assessment Committee continues to work on how and what should be included in an institutional assessment report for NCK Tech.

4B.4

Assessment is faculty owned and faculty driven at NCK Tech. The [responsibilities of assessment](#) are housed under Academic Affairs with the Dean of Instruction performing the duties of the Assessment Coordinator. NCK Tech has an Assessment Committee meeting monthly to discuss all assessment process including co-curricular assessment. The committee is chaired by the Assessment Coordinator and includes faculty and student services team members. Faculty members on the committee each represent a program division – transportation, health, business/IT, construction, general education. The following assessment roles are identified in the Assessment Handbook:

Dean of Instruction

- Reviews annual report of student learning assessment to determine areas of strengths and challenges for the institution in terms of curriculum and instruction in conjunction with the assessment coordinator.
- Assists faculty in developing and documenting assessment
- Educates the college community about assessment and specific assessment practices at NCK Tech
- Aids faculty in selecting and developing assessment tools
- Stays up-to-date on trends and current practices in assessment
- Provides reports to the assessment committee on trends/current practices

Assessment Committee

- Act as consultants to help educate faculty about assessment and assessment best practices
- Be campus advocates for assessment and create a culture of assessment on both campuses
- Develop new assessment processes as assigned by the Dean of Instruction
- Provide recommendations in assessment processes for NCK Tech
- Communicate results of assessment practices to the NCK Tech community
- Review and update college assessment documents (handbook, web information, action lists)

Faculty are supported in the assessment process by the Dean of Instruction. Professional development is provided during various stages of the assessment process including group learning sessions and one-on-one training as needed. Faculty considering changing assessment tools and/or processes meet with the Dean of Instruction for best practices and support. Per example as to involvement of the assessment committee, during the launch of Essential Skills, committee members were each assigned to program areas to act as consultants in helping their peers develop assessment tools to measure the Essential Skills, communication and leadership. Assessment committee members have also conducted training during the launch of Essential Skills and other Assessment workshops including an Assessment Lunch and Learn session.

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- public web

4.C - Core Component 4.C

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

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

Argument

4C.1

NCK Tech currently is in year three of the Commission's Persistence and Completion Academy. Serving as NCK Tech's Quality Initiative Project, the College joined the Academy after noticing a dip in retention and completion data via Perkins Core Indicator Reports and IPEDS data. The institution still has what may be considered strong retention and completion rates, but loses on average sixty students from fall to spring. The larger issue was the College did not know why students were leaving and it was not focusing resources to impact retention nor completion. The other issue to note was this information was not being shared. Faculty were not aware of retention and completion data as a whole; therefore, were not aware of institutional declining retention and completion rates.

Beginning in fall 2016, all retention and complete information was shared with all staff during [August professional development](#). Several exercises, similar to those experienced during the Academy workshop, were conducted with staff to identify barriers and possible areas to improve the student experience. These experiences provided faculty and staff with awareness as to retention and completion barriers at NCK Tech and started the conversation as to how the institution could improve.

From the work with the Academy, NCK Tech developed a [retention plan](#). The three-year plan outlines several initiatives, some already in progress and some to be developed, to foster an atmosphere of student persistence and completion. The goal of the Academy work and of the developed retention plan is to create a culture of Student Success at NCK Tech. The Retention Plan documents the following performance measures:

- Increase the fall to fall retention rate by 3% each year
- Increase the spring to fall retention rate by 3% each year

- Increase the AAS first year to second year retention rate by 3% each year
- Increase the institutional completion rate by 3% each year.
- Increase the overall pass rate for remedial course by 5% each year.

The metrics will be tracked each year using the data from the institutional retention data collection and reported to the Board during the annual retreat and shared with all staff and faculty during professional development.

4C.2

As part of the initial HLC Persistence and Completion Academy work, NCK Tech developed a [data review book](#) to collect all data pertinent to retention, persistence and completion of the College's program students. The College tracks information on all full-time program students. Students are tracked from enrollment starting the second week of class through completion. Retention from [fall to spring](#) and [fall to fall](#) (where applicable) is calculated for each program. [Completion data](#) is calculated based upon students beginning the program, not just those retained, and therefore, eligible to graduate.

The institution regularly reports data to the Kansas Board of Regents through the fall data collection. Data on student enrollment, demographics, performance and completion is compiled and reported to KBOR. This data is collected through NCK Tech's Student Information System and is reported through the Registrar's office. The KBOR Data and Research team, produces annual reports using this information for public information. The fall data collection includes information on all students, not just full-time program students as calculated for internal purposes.

Beginning in AY 2018, the College started sharing [monthly retention reports](#) to the Board of Trustees. Retention data per full-time program is collected in a report shared at the monthly Board meetings and then shared with the NCK Tech community during the follow-up all staff meetings held the day after. Institutional retention data is shared with all faculty and staff each month following board meetings.

As part of Academy work, the team used three-years of previous student withdrawal data to try to correlate at-risk characteristics. The data collection included program, credit-hour load, placement test scores, remedial enrollment, basic demographics, withdrawal date, acceptance data and Pell recipient. Some of this data was incomplete, but a direct correlation could not be found. The College began a [student survey](#) for withdrawing students to try to help capture why students leave NCK Tech. In the future, this information will help the College target the initiatives and support services needed for persistence.

4C.3

NCK Tech uses data collected on student retention, persistence and completion to make improvements. Initially going into the Academy work, the Academy team felt students did not succeed at NCK Tech due to not being academically prepared. During the initial Academy roundtable, the team returned and presented to the Administrative Cabinet a [plan to create a student success course](#). Upon further examination of the data, the highest area of attrition was during the first semester. In addition, withdrawal rates peaked around key times such as early in the semester, mid-term, and after Thanksgiving break. The team decided then the project pursued should be an [early alert system](#).

Early Alert

NCK Tech's early alert system, [Student Observation System \(SOS\)](#), was developed by a larger committee comprised of the Academy team along with additional faculty and staff. The goal was to produce an in-house early alert system. Funding limitations along with institutional size, precluded purchasing a software system to track students. The team developed a flow chart, documenting the process of a student alert. The process and tools needed were developed and sent for approval to the Administrative cabinet and then to the Board of Trustees. SOS system was launched fall 2017.

At the same time the College entered the Academy, the Strategic Planning committee was developing the new strategic plan. The Strategic Planning committee felt the work on retention was a focus to improve the institution and included the project as an objective within the plan. ASPIRE 2022, [objective 2b.1](#) Develop an Early Alert system was included and progress is reported annually.

[Results after two years](#) show faculty and staff show increase usage of the system. Withdrawal rates for those students remained consistent, but overall more positive than negative outcomes occurred for students with an [SOS](#). The system is still too young to interpret much data from its usage. The SOS process now resides under the new Dean of Student Success. One item to note: the first two years, the system had greater usage on the Beloit campus than the Hays campus. Previously, the system "triage" position was housed on the Beloit campus. For academic year 2020, the Dean of Student Success will serve as the "triage" for the Beloit campus alerts and the Student Success Coordinator will serve as the "triage" for the Hays campus alerts. Hopefully having a dedicated team member per campus, more faculty and staff will buy in to the system to increase student success. The work of the Persistence and Completion Academy team in developing the system will transfer. The College will continue to improve the process.

Tech Connect

Continuing on from initial Academy work, NCK Tech developed a one credit hour course, [Tech Connect](#) for all full-time, program students to take during their first semester at NCK Tech. The goal was to increase student connections to the institution and their peers. Since NCK Tech students spend a majority of their day within their program, opportunities to work with students from other programs are limited to general education courses and after class times. Tech Connect focuses on key elements of traditional student success such as test prep, time management, and study skills, but the course also creates connections through activities to the College, the community and peers.

Advising

As discussed in 3D.3, NCK Tech practices proactive advising. After the initial work at the Academy roundtable and further discussion as to institutional barriers, another advising touchpoint was added to help with students transitioning into their first semester. Advisors are also the first contact for students referred via SOS for academic reasons such as attendance, poor academic work, low grades, etc.

Additional student success initiatives are documented in NCK Tech's [Retention Plan](#). These initiatives were incorporated into the plan based on continued persistence and completion data collection. As NCK Tech moves from focusing specifically at retention to overall student success, the plan will continue to foster the student connection to the College. As per the plan, a few student success initiatives include:

- Revising placement guidelines to include multiple measures
- Creating additional co-curricular opportunities for students
- Expanding extra-curricular activities throughout the year

Work on the above is ongoing with final implementation before the plan's end year, 2021.

4C.4

NCK Tech measures retention, persistence and completion through reviewing full-time, program students. The College determined the definition and measurement working with the mentor from HLC's Persistence and Completion Academy. Student retention and completion is tracked from the second week of the semester. This is after NCK Tech's add/drop period and when students are authorized by the Registrar in the Student Information System. The College chose to use this student population to track retention and completion as this is also the same population used to determine budget calculations and other key decisions. The institution does not break down persistence and completion data by subgroups.

In addition to internal metrics, the College reviews retention data using the Perkins Core Indicators report. This report is generated using information provided by the institution to KBOR during the fall census. The institution also reviews IPEDS retention and completion data as this is what is provided publicly. NCK Tech chose not to use IPEDS as their measuring metric during Academy work, because of its limiting definition of first time, full-time.

ASPIRE 2022 includes objectives 4a.2, 4b.1 and 4b.2 which all focus on data collection and reporting. NCK Tech has prioritized creating methods and systems to use data to drive change and improvement. The transition to a new Student Information System five years ago has produced some current limitations in how data is extracted related to retention. Gathering and reporting data on persistence and completion in a timely matter continues to be a challenge for the College. As the College continues to improve the reporting function of its Student Information System, processes have been developed for tracking and documenting full-time program students. To the future, the institution wants to continue to include more student groups into persistence and completion tracking and reporting such as part-time student and specifically pre-nursing students.

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4.S - Criterion 4 - Summary

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

Summary

NCK Tech has processes for gathering, documenting and learning from program-level assessment. The College has developed institutional outcomes, NCK Tech's [Essential Skills](#), to address the broader learning students receive as NCK Tech students. The development of Essential Skills addresses a key challenge from NCK Tech's previous comprehensive visit.

Co-curricular development and assessment is in process. For Academic Year 2020, the first cycle of co-curricular assessment will occur and the College is expanding offerings for student involvement. The Dean of Student Experience, a position created through the updated [organizational chart](#), is dedicated to specifically improving options for students during their tenure with NCK Tech.

Over the years, the College has discovered opportunities to grow and learn. Not everything tried has been an assessment success. Documenting in WIDS still continues to be a challenge for faculty in navigating the system to input and use data. Training on assessment continues to focus on closing the loop and using the data for improvement. Assessment data is being used on the local level; administration is incorporating assessment data into more upper-level decisions such as equipment acquisition.

This is year four for NCK Tech in the Persistence and Completion Academy. NCK Tech's involvement in the Academy has placed a spotlight on student success at the College and the need for the College community to internal look at what ways operations and procedures might impede student success. The team established at the beginning of the process will complete the Academy work with the final report and wrap-up in June 2020. To keep the work started by this team progressing, the College has created two positions focused on Student Success, the Dean of Student Success on the Beloit campus and the Student Success Coordinator on the Hays campus. A Student Success Team will be developed to bring in more voices surrounding issues of student success. Membership will include those directly working with student success and faculty to help shape initiatives and institutional policy to break barriers for students.

While the institution can continue to work on improving the quality of assessment results, the process and procedures are in place. The College has learning outcomes posted for all programs and a process in place to measure learning; therefore, NCK Tech has met the requirements for Criterion Four.

Sources

- Criterion 2 - NCK Tech-Org Chart updated 9.11.19
- Criterion 4 - NCK Tech Essential Skills Assessment 19.20

5 - Resources, Planning, and Institutional Effectiveness

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

5.A - Core Component 5.A

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

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

Argument

5A.1

Fiscal Resources

NCK Tech maintains the fiscal resources necessary to support and sustain effective operations and to fulfill the institution's mission. In FY 2020, the College will operate on an [annual budget](#) of approximately \$8.93M. Of that budget, around \$3.8M (42.8%) derives from state appropriations, and 33.5% of the budget (\$2.99M) is generated by student tuition and fees. Other sources of revenue in the General Fund include Shop Account Revenue (\$460K, 5.2%), Miscellaneous Revenue (\$103K, 1.2%), and Interest Income (\$25K, 0.3%). Another source of revenue is the Auxiliary Operations (Enterprise Fund) which is expected to generate \$1.53M (17.1%). This includes monies generated by food service, student housing, the bookstore, and student activity fees. By [statute](#), Kansas technical colleges do not have taxing authority; so, the College does not receive a mil levy or local tax support.

Due to an economic downturn in the state, an insufficient tax structure, and the legislature contending with a multi-year [lawsuit](#) regarding inadequate financing of K-12 schools, state funding for higher education in Kansas was stagnant from FY 2013 through FY 2019. FY 2020 will represent the first time in 8 years NCK Tech will exceed its FY 2013 allocation for [postsecondary aid](#); which is still not equal to the state allocation the College received in 2008.

To offset the lack of state support for postsecondary programs, NCK Tech has pursued additional revenue streams through concurrent and dual credit opportunities. The largest growth was realized through the [Excel in CTE](#) (SB155) program. This high school initiative utilizes the same funding model as postsecondary aide, but is [funded separately](#) and has proved to be more reliably supported by the state. The College also expanded its [general education concurrent course offerings](#) generating greater tuition revenues for the College.

Beyond additional revenue sources, NCK Tech also focused on leveraging partnerships and grants to become more efficient and enhance the student experience and learning environment. A few examples include, a partnership with [DS Bus Lines](#) which provided new buses for Diesel Technology students for hands-on experience. The College also partnered with [Caterpillar Simulator](#) on a matching grant to acquire a new simulator for Heavy Equipment Operations. The institution also partnered with [AGCO](#) to acquire a grant to purchase a robotic welder so both entities could use it for training and production. The College also relies on the Carl D. Perkins Federal Grant. In [FY 2020](#) NCK Tech will receive \$264,118.00 in Perkins funds.

The College also adjusted to the economic conditions by raising tuition. The NCK Tech Board of Trustees has the authority to set tuition rates for the institution. Careful consideration of implications to students is taken and efforts are made to stabilize tuition as much as possible. The Board compares NCK Tech's [tuition rates to that of other institutions](#) in the sector and region. On average, NCK Tech has increased tuition by 5.27% each year equating to an overall increase of 29.37% since FY2015. These increases have been necessary to meet the rising costs of operations with no additional postsecondary aid from the state.

NCK Tech has also closed low-enrollment programs to adjust to the lack of state support. Three programs, Bricklaying, GIS/GPS, and Digital Marketing, were cut as they consistently experienced low-enrollment and were not sustainable. Another program (Telecommunications) was embedded as an elective option within a related existing program (Information Technology). Whenever possible, these decisions are made in consultation with the program's advisory committee and the industry supporters relying on the program. Closing programs is always a last option, but necessary in certain situations.

Despite the challenging economic climate in recent years, NCK Tech has consistently balanced the budget, [maintained college reserves](#), and operated in a fiscally responsible manner. This is evidenced by the reports ([FY 2016](#), [FY 2017](#), [FY 2018](#)) provided by an independent auditing firm who conducts an audit of the College's finances annually. The College has also managed to absorb substantial increases in [health insurance costs](#), [invest into employee wages](#), and make enhancements to [student housing](#), the [student union](#), and a [security camera system](#) even as state funding declined.

Facilities

NCK Tech consists of two campuses, one located in Beloit, KS and another in Hays, KS. The Hays campus supports two additional locations within the city of Hays – the Big Creek Technical Center and NCK Tech's Welding program on the campus of Fort Hays State University. NCK Tech maintains [33 buildings](#) with over 260,000 square feet of dedicated space. NCK Tech's buildings allow for full-scale shop environments for transportation programs, computer labs, and nursing simulation labs to name a few learning spaces. On the Beloit campus, facilities also include on-campus housing, a student union with a cafeteria, and approximately 160 acres of farm ground; some of which is used as a training grounds for the College's Heavy Equipment Operations program.

With several buildings and maintenance needs, the College invested in a facilities maintenance software. This system helps the maintenance department efficiently process work orders and identify which buildings are requiring repeated attention. By utilizing the software, the maintenance director can run reports and analyze data to help prioritize projects within the [facilities](#) and [maintenance](#) plan. With limited resources, most of the projects within the plan are relegated to system renewal projects. On both campuses, the College has room and need for additional capital projects if and when funding sources can be located.

The state provides [capital outlay](#) monies to the College. It varies slightly each year, but NCK Tech typically receives approximately \$150K. These funds are to be 50% matched by the institution and invested into facilities improvements and/or equipment purchases. Most of the state provided dollars have been utilized to [replace equipment or purchase new equipment](#) that doesn't qualify for Perkins dollars. However, the College plans to begin shifting some of these dollars for building improvements. Even then, with [equipment and facilities valuing](#) over \$46.7M, \$225K won't stretch very far. This is an area all of the technical colleges within the state are collectively advocating about to legislators. In 1977, \$2M of capital outlay funds were earmarked by the state to be distributed to technical and community colleges for facilities and equipment. In 2019, 42 years later, those funds have only increased by \$200K to \$2.2M!

Human Resources

NCK Tech employs approximately 88 full-time employees, 53 full-time faculty members and 35 staff between both campuses. The College has focused on maintaining full-time faculty members to deliver the majority of face-to-face offerings on both campuses including a full-time general education faculty department. The college has maintained a relatively low faculty-to-student ratio of 13:1. The College employs only thirteen adjunct instructors currently. The majority of NCK Tech's current online and evening courses are handled by full-time faculty as a supplemental contract. In addition to adjunct instructors, through concurrent partnerships, NCK Tech works with eighteen concurrent faculty.

As enrollment trends upward on the Hays campus, the College has focused on adding staff positions to support the growing student population. The recent [restructure](#) allowed the institution to address some of the staffing needs in student affairs. The result provided more support for students on the Hays campus; the [Student Experience Coordinator](#) and the [Student Success Coordinator](#) are housed on the Hays campus. The [Dean of Enrollment Management](#) is also housed on the Hays campus as a new position created.

As a small institution with limited human and financial resources, employees often perform multiple roles and a variety of duties. The intention of the recent restructure was to spread some of the work load, allow employees to narrow their focus, and ultimately provide better service for our students. Having just implemented the reorganization in July of 2019, the College is still working through the intricacies of this transition.

The organizational chart does allow for growth within the institution. The chart has positions earmarked such as a Security Director, a Marketing Director and a Human Resources Director. All of these positions are needed within the institution and would alleviate some of the hats worn by current employees. As budgets grow, staffing will be expanded.

Technology

The IT department currently operates 44 technology enriched classrooms, 34 computer labs, and serves approximately 949 workstations/laptops on campus. The IT department is supporting 20 Internal Servers; 1 Google Education Service; 1 Microsoft Education Service; 2 Phone Servers and 140 Phones; 1 Moodle LMS for live, hybrid and online courses; 1 Cloud based Financial Service (Great Plains); 1 Cloud based Student Information Service (CAMS). They also support 7 security servers that provide access control and video surveillance; with over 250 cameras. Eleven firewalls are also supported by the IT department for network security along with endpoint protection for all school owned equipment. Additionally, there are multiple printers and copy machines that are supported by the IT department.

The bandwidth backbone to the Internet is currently: Beloit - 400Mbps; Hays – 100Mbps; Big Creek – 50Mbps. There is a 1 Gb connection between buildings on fiber on both the Hays and Beloit campuses. The College utilizes a 4 Mbps Metro Ethernet connection between sites that is a private network as well as a VPN connection between campuses for redundancy. There is also a VPN between the Beloit campus and the Cloud based student information system and financial system. The Beloit campus has 4 main Wireless VLANs: 1 student; 1 faculty; 1 guest based; 1 dorm based. There are also 3 main Wireless VLANs on the Hays and Big Creek Campus: 1 student; 1 faculty; 1 guest based along with 6 other departmental VLANs for lab situations. The College internally supports both the devices and the network infrastructure (cable, switches, bridges and other network hardware).

The College uses G-mail for e-mail and calendaring, Microsoft Office, and Adobe Creative Cloud as well as many other department-based applications.

As highlighted in 3D.4, the College has invested in [technology infrastructure](#) and hardware for the institution. This academic year, they purchased laptops for all full-time faculty. These computers are in addition to the desktop computing system faculty have in their offices. NCK Tech has increased bandwidth, classroom technology including promethean boards, and computing spaces for students.

In 2014, the institution invested in CAMS as the student enterprise system for the institution. The transition to CAMS has created ongoing opportunities for internal discussions regarding procedures and processes in managing information. The College's previous systems permitted silos for information processing. Now, admissions, academics, and fiscal offices all work within one system. To support the transition, a committee was formed to discuss the [life-cycle of student](#) and the procedures documented from initial contact to graduation. The committee has met consistently over the last two years to work through some of the procedural issues with utilizing the system. The committee has evolved into specific process teams to examine how to best use the resources at hand efficiently. As an example, current process involves data entry for the admissions of students into the system. This process is time-consuming and provides room for error as many steps are involved. A subset of the committee has been formed to develop and review an automated application process to eliminate much of the data entry currently needed.

Beyond the initial investment into the system, the College supports staff using the system by developing customized processes and reports. The College made a [commitment for annual training](#) to continuously improve the use and understanding of the system. This has included sending staff to the CAMS User Conferences, or having CAMS, or its partners, on campus for personalized training. To best maximize the functionality of the system, NCK Tech has partnered with eMobile and 3D Technologies. These professional service partners work with CAMS customers to build reporting functions and customize the system to suit individual campus needs.

The transition to CAMS has presented some challenges. The initial implementation and transfer of data was not seamless and the reporting functions from the enterprise system are not robust. The partners from 3D Technology are working with NCK Tech to developing a reporting arm of the system to assist in data capture and analysis.

NCK Tech uses Moodle for its Learning Management System (LMS). Use of the system is not required by all faculty, but several instructors use the LMS within their face to face classes. The College recently transitioned to eThink for hosting.

Since the last comprehensive visit, the College has continued to invest in WIDS, a curriculum management software. Documented throughout Criterion Three and Four, WIDS houses all curriculum information. Faculty create syllabi using the system and also document program-level assessment in WIDS. The program has the ability to link student learning outcomes to class activities and assessment.

In addition to the financial support of maintaining the license, the College has invested in human resources to help faculty use the system. The Instructional Coordinator has been responsible for trainings, workshops and one-to-one sessions to help faculty input curriculum and build syllabi.

5A.2

NCK Tech does not have athletic programs or any type of superordinate entity to support financially. The College's primary function is teaching, and its funding is used to carry out the mission of the institution. As a not-for-profit organization, [funding allocations](#) prioritize teaching and learning. The largest component of the budget is earmarked to support teaching and student success ([2016](#), [2017](#), [2018](#)).

The College begins the budget process early in the spring semester by conducting budget meetings with each department, instructional and non-instructional, to collect budgetary needs, professional development requests, equipment requests, and technology and facility maintenance needs. Requests are prioritized and tied to student learning assessment for instruction programs and ASPIRE 2022. Department chairs seek input from advisory committees to keep areas current with business and industry needs. Information is [compiled from all areas](#) to create an overall budget for the institution.

5A.3

As part of NCK Tech's mission, the institution is committed to produce, "skilled professionals and strengthen economic systems." The College fulfills this mission each year at graduation. NCK Tech's placement rate hovers at 97% for the past three years. Graduates are consistently placed and in demand from regional employers. Each instructor can proudly share stories of employers seeking out graduates from their programs. With a low faculty to student ratio, NCK Tech delivers a personalized education.

The current strategic plan, ASPIRE 2022, was created to align with: NCK Tech' Mission Documents; Kansas Board of Regents' strategic plan, Foresight 2020; and HLC's Criterion. The [implementation plan](#) illustrates the connections to other documentation and resources at the time of development. The four priorities of ASPIRE 2022 are realistic for NCK Tech and can be achieved by utilizing the resources and opportunities available to the College.

Academic Excellence: Continue the strong academic success of NCK Tech students

Student Success: Engage students in campus culture and improve persistence

Partnerships: Provide resources and connections for the institution and students

Efficiencies: Create paths of sustainability and use data for informed decision-making.

Each ASPIRE 2022 priority stems from the mission documents to, “empower learners, develop skilled professionals and strengthen economic systems.”

5A.4

Board policy outlines qualifications for faculty as discussed in Criterion 3. Staff qualifications are determined by the position and outlined in each position description.

The College uses Frontline Education (MyLearningPlan) to track and record professional development for all employees. Employees must submit professional development request via the system prior to attending an off-campus professional development event. Supervisors then approve the request. The employee must then “close-out” the professional development event by providing feedback as to the benefit or gain from the professional development experience. The system creates a transcript of professional development. Employees use the system for conferences, workshops, webinars and continuing education. The system also tracks courses for faculty working on their degree plans.

As described in 3C.4, the College invests in professional development for all employees. Professional development is included as objectives [1a.1 and 1a.4 in ASPIRE 2022](#).

The College provides in-house professional development in addition to the resources used by employees for traveling to off-site opportunities. At the beginning of each semester two days are set aside for professional development. Topics range from internal processes, to technology in the classroom, assessment, and [student success](#). The College has used Perkins funding to support bringing in speakers for faculty and staff development. Per example, [Josh Davies](#) from The Center for Workforce Development was brought in as a train the trainer opportunity on incorporating soft skills into the technical classroom using the [curriculum](#), *Bring Your A Game to Work*. Other speakers included Dr. Tim Crowley who addressed the institution on stress management, and recently the College had [Kevin Honeycutt](#) present to faculty with a program infusing retention and utilizing technology to engage students.

NCK Tech utilizes [Safe Colleges](#) to provide students and employees training on areas critical to the institution. For academic year 2020, all employees had to complete trainings via the Safe College system on *Title IX: Roles of Responsible Employees*, *FERPA: Confidentiality of Records*, and *Active Shooter: Run, Hide and Fight*.

Life-long learning is one of NCK Tech’s essential skills. The best way to encourage the pursuit of knowledge in students is by modeling the behavior as instructors and staff.

5A.5

As described above, the College has a budgeting process beginning with [input from each department](#) as to upcoming expenses, needs and requests. The [creation of the budget](#) is finalized by Board approval at the June board meeting. Once the budget is approved, budget updates are shared with departments. These budgets are monitored and may be adjusted based on student headcount in

each program. Budget updates, which can include any modifications, requests for budget freezes and updates to expenditures are shared with departments throughout the year. The budget is tracked by the Vice President of Finance and Operations and reported to the Board each month. The [budget progress](#) is also reported during the staff meetings following the monthly Board meeting. Department budgets are monitored throughout the year, by monitoring [vendor logs](#) and [purchase requisitions](#). All vendor logs and purchase requisitions are reviewed and approved by the Vice President of Finance and Operations, to track budget expenditures for each department.

During fiscally conservative times, budget restraints may be put into place such as a hiring freeze or delayed maintenance projects. Budget decisions are made by recommendation from the Vice President of Finance and Operations to the President as necessary to keep the College in budget alignment.

Several of NCK Tech's programs engage in live work as part of the curriculum's learning activities. Costs and budgets for shop accounts must be monitored separately from program budgets for learning supplies. The Cashier monitors all shop accounts and [trains faculty](#) as to the process. All projects must complete a form with the Cashier prior to any student work. If the cost of a project exceeds a certain amount, a deposit is required. Faculty and students fill out a [work order form](#) and [log](#) for supplies. Bills for live work are to be paid prior to the project being removed from campus. Accounts receivable reports are sent monthly to each department with shop accounts.

Sources

- Criteiron 5 - Faculty PD August 17-18
- Criterion 1 - 1.A.3 ASPIRE 2022
- Criterion 2 - NCK Tech-Org Chart updated 9.11.19
- Criterion 5 - AGCO Letter of Support
- Criterion 5 - Beloit IT Budget Meeting Minutes
- Criterion 5 - Budget Process
- Criterion 5 - Building Details
- Criterion 5 - Buildings Details
- Criterion 5 - BYAGTW Implementation
- Criterion 5 - CAMS Training Schedule
- Criterion 5 - Capital Outlay Summary
- Criterion 5 - Concurrent Revenue
- Criterion 5 - Data Book Total All Funds Audited Expenses
- Criterion 5 - Dorm Remodel Expense
- Criterion 5 - DS Bus Lines Agreement
- Criterion 5 - Expense by Functional Category
- Criterion 5 - Faculty.Staff Handbook - Purchase of Goods Procedure
- Criterion 5 - FY 2016 NCK Tech Final Audit Report
- Criterion 5 - FY 2017 NCK Tech Final Audit Report
- Criterion 5 - FY 2018 NCK Tech Final Audit Report
- Criterion 5 - FY2020 Insurance Building Valuation
- Criterion 5 - Gannon v Kansas
- Criterion 5 - Health Insurance Costs
- Criterion 5 - Implementation Strategic Plan Ver 9.0 2-6-18
- Criterion 5 - Innovative Technology Grant-Excavator Simulator

- Criterion 5 - Invest into Employee Wages (ASPIRE 1.a.3)
- Criterion 5 - Investment Revenue
- Criterion 5 - Jan 5 2018 Faculty Presentation
- Criterion 5 - Josh Davies Speaker Bio and Photo - 2016
- Criterion 5 - Kansas Attorney General Opinion-No Taxing Authority
- Criterion 5 - KBOR Capital Outlay Aid
- Criterion 5 - KBOR SB 155 Revenue(2)
- Criterion 5 - Kevin Bio
- Criterion 5 - NCK Tech Local Application Signed
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- Criterion 5 - NCKTC FY2016 Budget Summary
- Criterion 5 - NCKTC FY2017 Budget Summary
- Criterion 5 - NCKTC FY2018 Budget Summary
- Criterion 5 - NCKTC FY2019 Budget Summary
- Criterion 5 - NCKTC FY2020 Budget Summary
- Criterion 5 - Post-Secondary Aid
- Criterion 5 - Purchase Requisition
- Criterion 5 - Reserve Balance
- Criterion 5 - SAFE COLLEGES CONTRACT
- Criterion 5 - Security Expense
- Criterion 5 - Shop Account Procedures Training
- Criterion 5 - Shop Work Order Form
- Criterion 5 - State Aid.Tuition Ratio
- Criterion 5 - Student Life Cycle Process Flow
- Criterion 5 - Student Union Remodel Expense
- Criterion 5 - Technology Infrastructure
- Criterion 5 - Tuition Comparison - Technical Colleges
- Criterion 5 - Vendor Log
- DeanofEnrollMgmtJul2019
- DeanofStudentExperience Jul2019
- DeanofStudentSuccess Jul2019
- Excel in CTE
- InstructionalCoordinatorJul2019
- May 2019 Financial Statement
- Student Experience CoordinatorAug2019
- StudentSuccessCoordinatorSept2019

5.B - Core Component 5.B

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

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

Argument

5B.1

The NCK Tech Board of Trustees is knowledgeable about the institution and makes decisions to best serve the needs of the institution and its constituents. The Board [meets monthly](#) for regular scheduled meetings ([2017](#), [2018](#), [2019](#)) and calls special sessions as necessary. Prior to each meeting, the Board Clerk prepares and distributes [packets](#) to the Board members which include the agenda and summary information. The Board follows an [annual cycle](#) of items requiring its approval.

The Board is apprised of the progress on the [strategic plan](#) through a [scheduled cycle of reports](#) given by administration, staff and faculty members. The Board and the Administrative Cabinet hold an annual retreat ([2016](#), [2017](#), [2018](#)) to review key performance indicators and set strategic direction for the College and its decision makers. The President delivers an Administrative Report at each month's meeting detailing the work performed by Administration and other college employees, the successes and challenges occurring in day-to-day operations, and possible implications of state and national events. The College President also sends regular [updates](#) between meetings to inform the Board of similar information.

The Board provides oversight and meets its legal responsibility by approving policy changes, new academic programs, the college catalog, full-time hiring decisions, and evaluating the President. The Administrative Cabinet recommends policy additions or revisions and seeks the approval of the Board before implementing new policies. The Board Clerk then updates the Board Policy Handbook to reflect changes approved by the Board. Trustees also approve full-time hiring decisions and any new positions before they are advertised. Recently, the Board approved NCK Tech's new [organizational chart](#) which included the creation of new positions.

Collectively, in a closed session, the Board [evaluates](#) the College President's performance each year at the January meeting. The Board President then provides feedback to the College President on areas of success and suggestions for improvement.

The Board meets its fiduciary responsibility by reviewing and [approving the financial reports](#) provided by the VP of Finance and Operations at each month's meeting. The Board also reviews and

approves the [College's annual budget](#), which is presented at the June meeting each year. The Board sets the [tuition rates](#), [dorm and cafeteria rates](#), and the rates for facilities rental as recommended by Administration.

The Board of Trustees wants to be engaged and to interact with the College community at all levels. Board meetings are open and members of the college community are [informed of the time and location of meetings](#). Department chairs, faculty, and staff routinely address the Board and present information regarding their programs and activities. New staff and faculty share a meal and are introduced at the August (Hays) and September (Beloit) meetings. Student Senate leadership from both campuses report at meetings during the academic year so the Board and leadership team can hear the student perspective of College operations and learn about their activities and concerns.

5B.2

As described in Criterion Two, NCK Tech is coordinated by the Kansas Board of Regents and the Kansas Postsecondary Technical Education Authority. The College adheres to the policies and guidelines of those entities and the Higher Learning Commission, as well as with state and federal law. While those entities provide direction and oversight, NCK Tech is governed by its own Board of Trustees. The legal responsibility for the adoption of policies belongs exclusively to the Board. The Board acknowledges the importance of collaboration with internal stakeholders in the development of new policy. It has empowered the President to designate duties and collaborate with employees of the College in the recommendation of policy changes as supported by [Board Policy 2:2](#). Opportunities for participation in governance and decision making are provided to all employees through an infrastructure of institutional teams and committees. These teams are comprised of individuals from across the institution and each team meets to share ideas and make recommendations to improve the College and its functions.

Administrative Cabinet: The College President, Vice President of Student and Instructional Services, the Vice President of Finance and Operations, and the Vice President of the Hays Campus form the President's Administrative Cabinet. The Administrative Cabinet collaborates to provide leadership for strategic priorities and initiatives. These individuals serve as the executive team for the institution and meet weekly to assist in the planning and implementation of matters of substantial importance to the College. Each Cabinet member is expected to represent their respective area of responsibility while keeping the interests of the entire institution as the priority. The Administrative Cabinet meets the first week of the month for a Planning session, the second and fourth weeks are Standing Meetings focused on day-to-day operations, and the third week is a Cabinet meeting to report progress and set goals for ongoing projects. The Administrative Cabinet also exchange email updates on a weekly basis.

Deans: [The Dean of Enrollment Management](#), Dean of Instruction, [Dean of Student Experience](#), and the [Dean of Student Success](#) meet with the President and Vice President of Student and Instructional Services. They meet to discuss issues surrounding their roles and to set goals for improving the function of their respective areas and the College. At this point, three of these positions are new, so currently the purpose is also to help alleviate any role confusion and clarify the separation of duties. Input from this group is shared back to Cabinet by the Vice President of Student and Instructional Services and the President.

Directors: This group includes all of the director level positions from each campus: the Director of Food Service, the Financial Aid Director, the IT Director, Director of Learning Services, the Director of Maintenance-Beloit, the Director of Maintenance-Hays, the Marketing Director, the Director of

Nursing-Beloit, and the Director of Nursing-Hays. These positions meet together with all of the members of the Administrative Cabinet.

These individuals [meet once each semester](#) to improve communication across the institution and to provide input on planning and decision-making. It is an opportunity to keep each of the directors and Cabinet members updated on what's occurring in the areas of responsibility; upcoming changes, events, challenges, data points, and how they are utilizing the strategic plan. They also suggest solutions and recommendations to improve their respective areas and the institution as a whole. Progress on these suggestions have been monitored through a [stoplight report](#).

Department Chairs: The Dean of Instruction meets with the [Department Chairs](#) from each academic division individually. This allows the group to remain relatively small and invites more dialogue. The purpose is to provide information about any upcoming events, initiatives, or expectations for the academic departments. It is also an opportunity for members to share challenges and provide ways to make improvements that will impact their departments or the institution. Any suggestions made at [Department Chair meetings](#) are brought forward by the Dean of Instruction and reported to the Administrative Cabinet. The Department Chairs report the results of the meetings back to the instructors in their departments.

The [Academic Affairs Committee](#) also provides for [shared governance](#) as it includes both faculty and staff, as well as the Dean of Instruction and the Registrar. The purpose of the committee is to provide oversight of the College's curriculum and academic policies. The committee is responsible for approving new curriculum and revisions to existing curriculum. Any approved changes in Academic Affairs are then communicated to the Board and approved as part of the academic catalog.

As mentioned in Criterion Four, the [Assessment Committee](#) meets to discuss all assessment processes. The committee is comprised of both faculty and staff. Faculty members represent each of the program divisions. The committee act as consultants to help educate faculty about assessment and assessment best practices and works to create a culture of assessment on both campuses.

The College also utilizes input from the [Employee Engagement Committee \(EET\)](#). This is a [voluntary group of faculty and staff](#) from both campuses. Members regularly contribute ideas for ways to improve the campus climate. The team also coordinates employee engagement activities, including wellness initiatives, walking challenges, the holiday party, back to school barbeque, and a drive-in movie just to name a few. The EET produces a [monthly newsletter](#) to help employees get to know each other and to learn about upcoming events. They also review and provide input on the [Employee Satisfaction Survey](#). In addition to activities, the EET also discusses policies and provides input on how to make NCK Tech a great place to work.

The [Online Committee](#) consists of faculty and staff members who are involved in NCK Tech's online delivery. This group oversees the review process for all new online course, both brand-new courses and courses transitioning to a new modality.

The Student Information Process Committee (SIP-C) includes staff and administration who process student information. The [purpose](#) of the committee is to review, evaluate and improve student information systems and processes. This includes developing and establishing best practices, to dissolve current and prevent future silos of information, determine training on the student information system and streamline data processes. The committee usually meets once a month and there are often subsets of the group who focus on certain areas of student information processing and then bring recommendations back to the entire group.

The Faculty Association represents the faculty in the negotiations process. While their primary focus is faculty benefits and compensation, they also provide input into the formation of policies and procedures. As established by Board policy 8:1, the College will only bargain mandatory negotiable items which are established by the [Professional Negotiations Act](#). This list covers a variety of topics many of which are included in both Board Policy and the [Negotiated Agreement](#).

Shared governance involving all employees can be illustrated through College's Teamwork Days. On Teamwork Days employees from one campus travel to meet with the other for a variety of reasons and activities. All of the College's employees are divided into 5-6 teams. In the past these teams have been tasked with conducting a SWOT analysis, forming the mission documents, identifying opportunities for the College to improve, perform community service, and most recently to prepare for the HLC visit. At the end of the day, team leaders report on the work their team performed. Administrators sometimes rotate between teams, but generally are not included in the teams to allow for more candid and authentic discussions. Suggestions made during these days are compiled and documented. A [stoplight report](#) is generated and shared at a future Teamwork Day to inform the College community about the progress that has occurred on the suggestions offered.

All-College Meetings are held once a month, usually following a Board of Trustees [meeting](#). The focus of the meeting is for the College President to communicate the actions of the Board to the employees of the College. The employees are then invited to ask questions and are encouraged to attend the next Board meeting. College employees are also sent notices of Board meetings by the Board Clerk prior to each meeting. All-College meetings are also when employee birthdays are announced and when [Mission Drivers](#) are recognized. These meetings are Skyped between campuses so all employees are able to attend and hear what is reported at the same time from the same person.

Students have a voice in shared governance through [Student Senate](#). This is a group of students who individually represent the interests of each academic program and year, and collectively represent the entirety of the student body. A separate Student Senate exists on each campus, so the issues of each campus can be identified and addressed. The President regularly [attends Student Senate meetings](#) to interact with students, learn of their concerns and address their questions. The Student Senate advisor follows up on the concerns the Senators identify and reports back to Student Senate to make sure they are addressed. Student Senate also sponsors activities to improve campus life and to recognize the achievements of employees and their fellow students.

Students also have the opportunity to [make suggestions](#) and influence decision-making through Rave Guardian and the online [Improvement Suggestion Form](#). Both of these are electronic methods of feedback where students are invited to inform the College of areas of concern and identify opportunities for improvement.

[Rave Guardian](#) is a mobile app used by the institution to enable students to be proactive in identifying issues to be addressed within their respective campuses. The app allows students to anonymously submit tips 24 hours a day and those tips are immediately routed to the appropriate administrator or staff member to investigate. These issues can range from a light being left on to a student who is considering self-harm. All of these issues are addressed with some type of feedback to the originator through the system which allows them to retain their anonymity but assures them their concern has been given the necessary attention.

Improvement Suggestions is a [link](#) on the College's website that is accessible to anyone in the public and does not require the person to identify themselves. It is a way for any and all College constituents to make suggestions for how they believe NCK Tech can improve. Their suggestions are received by

the Board Clerk and directed to whomever can initiate the suggested change. One example would be [suggestions for snow removal](#) around the on-campus housing units. If they provided their contact information, a staff member contacts them to learn more or to let them know how the issue has been addressed.

In addition to these committees, teams, and opportunities for input, the institution seeks feedback from constituents via regular survey instruments. Students provide input through the Student Satisfaction Survey ([Beloit, Hays](#)) given each spring. Students also provide input through [course evaluations](#). Curricular programs gather student input during advisory meetings. Programs also appoint students to serve on their program's advisory committee. The institution also gathers feedback from faculty and staff through the annual [Employee Satisfaction Survey](#) as mentioned in Criterion One. This information is used to review benefits and general climate within the institution.

5B.3

Faculty are the drivers for academic requirements, policy and processes. As discussed in Criterion Three and Criterion Four, faculty within each department collaborate to develop program outcomes, courses and course competencies. Faculty serve on [Academic Affairs](#) to approve curricular and academic process decisions. This committee reviews academic policies as presented in the college catalog and recommends alterations if needed.

The Kansas Board of Regents (KBOR) has several initiatives involving curriculum. The Transfer and Articulation Committee through the Kansas Core Outcomes groups, aligns course outcomes among common courses statewide for [seamless transfer](#). KBOR has convened state groups comprised of industry representatives and program faculty across the state to [align programs](#) and courses within specific disciplines/CIP codes. Working with regional military offices, KBOR has developed military articulations for technical specialties. NCK Tech faculty are involved in these statewide collaborations. Each fall, the College sends academic representatives to participate in the [Kansas Core Outcomes meetings](#). As requested, NCK Tech sends faculty representation to alignment and military articulation meetings along with an administrative representative.

Two key committees focus on academic requirements and procedures; the [Assessment Committee](#) and [Academic Affairs](#). Each committee's membership is a mix of faculty and staff from both campuses. The collaborative efforts of these groups help establish key processes for the institution. The Assessment Committee worked to [develop Essential Skills](#) and the assessment process to measure the skills. The committee worked through the foundation of defining co-curricular in terms of assessment. The Academic Affairs committee, as documented in Criterion Three approved curriculum for the institution. The committee also reviews the catalog and recommends procedures and/or policy changes.

Student feedback on academic issues is gathered through surveys and committee work. Students provide insight on curricular issues via end of course surveys using [Smart Evals](#). Students also provide feedback during the Student Satisfaction Surveys administered each spring. Programs select students to serve on advisory committees. Advisory committees provide input into industry changes and provide focus for curriculum. Changes implemented due to feedback through the above processes include: adding a [solar course](#) in Electrical Technology; adding Entrepreneurship course to the Agricultural Technology curriculum as an alternative to the summer internship; the creating of [curriculum strands for Information Technology](#); and [incorporating Telecommunications as an IT strand](#).

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- Criterion 3 - IT-Telecom Strands
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- Criterion 4 - 3-16-2017 Final Essential Skill Vote
- Criterion 4 - NCK Tech Assessment Philosophy
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- Criterion 5 - 5b1 Meeting Schedule
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- Criterion 5 - Presidents Evaluation Instrument (1)
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- Criterion 5 - Rave Guardian slides
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- Criterion 5 - SIP-C Purpose Statement
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- DeanofStudentExperience Jul2019
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- Employee Survey Responses over Time (15-17)
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- Student Experience CoordinatorAug2019
- StudentSuccessCoordinatorSept2019
- telecom-IT mergeAA

5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

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

Argument

5C.1

NCK Tech allocates its resources in alignment with its mission and strategic priorities. Decisions to allocate resources are based on planning documents and how those resources will support the mission. As demonstrated in Criterion One and Criterion Three, NCK Tech invests in the educational spaces and supporting teaching and learning showing the institution uses its resources to support the mission.

The College uses its system of shared governance as documented in 5B.2 to align its priorities to planning and allocations. Per example, Director's meetings provide a forum for Directors to share their work and challenges. Having all Directors and Administrative Cabinet members present allows for exchange of ideas and provides the vision how each function is connected to the good of the whole. The campus community is intertwined together to achieve the priorities established in ASPIRE 2022.

Consistent planning has been a previous challenge for the institution. ASPIRE 2022 and its launch to stakeholders has been a comprehensive process. The Strategic Planning Committee worked for two years to develop the plan through thoughtful engagement. Previous to the committee, the NCK Tech community tackled mission document revision and several introspective exercises analyzing the strengths and challenges of the institution. This work helped create the foundation for ASPIRE 2022. Since the launch of the plan in January, 2017, the plan has been incorporated into day-to-day activities including already mentioned Board reports, budgeting, program review and purchase requests.

From ASPIRE 2022, the College has developed additional plans including: [technology plan](#); [maintenance plans](#) for each campus; [a retention plan](#); and currently drafting an academic plan. The mentioned plans were developed with small groups of stakeholders. Information was gathered through various means such as budget meetings, department chair meetings and institutional Teamwork Days.

One goal of the [organizational restructure](#) was to create verticality within the institution, providing more pockets of time for leadership to engage in visionary thinking and planning. In the ten-year span from NCK Tech's last comprehensive visit, the College has made progress in purposeful planning. As the College works to build a culture of planning, time to participate in the needed work will be essential.

5C.2

Planning, budgeting, assessment of student learning and institutional effectiveness are linked together through the plan development and reporting process. Academic, retention, technology and facilities plans all tie to ASPIRE 2022. The [requests forms](#) faculty submit during [annual budget meetings](#) for equipment and professional development include fields for how requests support student learning, the strategic plan and the mission.

The operating budget connects allocations to show [support of ASPIRE 2022 objectives](#) and reported to the Board via the presentation and approval of the operating budget during the June meeting.

Incorporated in the academic program review process, department chairs submit a self-study describing how the program fulfills objectives with ASPIRE 2022 and how the department continues to support the institutional mission. The program review process examines student learning assessment and uses the above information to develop goals for each program. Further information on this process is documented in 4B.1.

5C.3

NCK Tech considers the perspectives of different constituent groups during the planning process. The College engages stakeholders into the planning process. As mentioned, the strategic planning committee is comprised of faculty and staff representing both campuses. The President sits on the committee as an ex-officio member. An example of NCK Tech's planning process, the development of ASPIRE 2022 engaged the campus community and developed over an extended process. The College used NCK Tech's all institution Teamwork Days to gather feedback and ideas from faculty and staff. Faculty and staff worked through a strengths, weaknesses, opportunities, and threats analysis in teams. The Board of Trustees engaged in the same exercise. This information was provided to the Strategic planning committee and over several sessions, including an all-day summer retreat, the plan began to emerge. Committee members were charged with connecting to advisory and external constituent groups for feedback in the process.

From this process, NCK Tech gleaned several take-aways to improve planning in general. The first lesson is to include more external input. The College is working on developing surveys to gather ideas from external inputs and the President has worked to build relationships with community leaders to gather ideas as to how NCK Tech can better serve the region.

Another lesson learned from the current plan is to place greater importance on manageability. As a small institution with a limited staff, ASPIRE 2022 is very ambitious. Working through and measuring all the objectives has proven to be a challenge. The Strategic Planning Committee has worked through various reporting ideas to document progress. Incorporating ASPIRE 2022 objectives into the month Board meetings has proved to be the best method to track communicate the progress on the plan. Although every objective is important to the growth and sustainability of the College, future planning efforts need to create a narrower focus.

The strategic planning committee has created processes to build on these lessons and prepare for the next planning cycle. The review of the Mission Documents is now included in the Strategic Planning Committee's process. The committee has also established the start of the next planning cycle in academic year 2021. The next planning cycle will be shaped by this comprehensive visit, new strategic goals for the Kansas Board of Regents, the revised HLC Criterion and input from external stakeholders in the region.

5C.4

NCK Tech plans understand the current capacity of the institutions in terms of fiscal and human resources. While the College tries to anticipate impacts of revenue, enrollment and state support, these impacts are often unpredictable and challenging. Sound fiscal planning help the College through periods of uncertainty. As the College continues to develop a culture of planning, some lessons have emerged especially in the area of human resources and manageability.

The College relies on each department to provide insight into possible areas of growth, new developments within the industries, and future outlooks. The program review process incorporates this information in each self-study (see 4B.1). Advisory committees provide a forward look for institutional planning.

[Key performance indicator \(KPI\) data](#) is trended to help determine areas of need. KPI data is reviewed annually during the Board retreat. Administration and Board members engage in discussion as to potential areas of growth and development within the institution. As an example, KPI showed the growth opportunity of concurrent enrollment. Board member encouraged the College to provide more curricular options for concurrent students resulting in the development and approval of [additional general education courses](#).

Budgeting considers possible fluctuation in revenue. The budgeting process begins early in the year with departmental budget meetings taking place prior to spring break. The actual budget is not finalized until later in the spring semester after the College monitors state allocation decisions. The College uses predicted enrollment for developing the annual budget and plans conservatively. Current reserve funds are healthy. Due to limited budgets and flat state aid, the focus has become to maintain reserves. The College has only expended reserves in special circumstances such as a large software purchase.

5C.5

The College relies on each department to anticipate emerging factors within their respective industries. Faculty share technology and equipment needs during the [budgeting process](#). Each program anticipates future need through the [program review](#) process. Each program relies on insight from advisory committees as to innovations within industry.

Overall, the Administrative team continues to review data to help shape decisions. As an example, enrollment data over the past three years showed growth in enrollment on the Hays campus. Support staff has been added to the Hays campus to address growing student needs. NCK Tech has focused on finding solutions to provide for student support such as addition a [Student Experience Coordinator](#), a [Student Success Coordinator](#), and a part-time Financial Aide Assistant. The College has added program aides to support faculty with high-enrollment programs such as Plumbing, Heating and Air-conditioning on the Hays campus and Diesel Technology on the Beloit campus.

Sources

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- InstructionalCoordinatorJul2019
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- Student Experience CoordinatorAug2019
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5.D - Core Component 5.D

The institution works systematically to improve its performance.

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

Argument

5D.1

[ASPIRE 2022](#), Goal 4B is to use data to plan and inform strategic decisions. Previously, using data to inform strategic decision making was challenging to NCK Tech. Data areas were siloed and a system for gathering and reporting data was insufficient. The College has focused on improving the use of data throughout the institution. The purchase of CAMS, as discussed previously, was a significant investment to enable the College to share information. The transition to CAMS has created more conversation and sharing of data. The College has developed a set of [Key Performance Indicators](#) as measure to the health of the institution. These indicators are measured annually and [shared](#) with the Board of Trustee during the retreat each November.

Externally, NCK Tech's performance is evaluated through the Kansas Board of Regents, [Performance Agreements](#). As per [state statute](#), Performance Agreements are a set of six core indicators, four of which are prescribed by the process and two indicators the institution determines. The College reports on these each year and submits the report to KBOR. NCK Tech has regularly made progress in improving on their indicators.

An example of systematic use of data is through NCK Tech's Director's meetings. The President has charged each Director to incorporate data into their report to substantiate statements. Directors have also been advised to discover the metrics to best measure success within each department. As part of an exercise, Directors worked with their peers to discuss their metrics and how they can improve based upon success metrics.

Core Component 4B discusses NCK Tech's process for documenting student learning assessment. Each program reviews assessment documentation and makes changes for improvement. As demonstrated in Core Component 4A. 1, the College engages in an academic program review process. Each academic program is reviewed on a rotational basis with the end result of setting goals to prepare for the next cycle.

As part of [ASPIRE 2022](#), the College is charged with [improving documentation collection](#) and using data to inform decision-making. These objectives were included as the strategic planning committee considered this as an area for growth and improvement for the institution. Institutional research functions have been carried out by a team approach with the majority of reporting falling to the Registrar's office and the [Instructional Coordinator](#). This area continues to be a challenge for the College is developing a robust reporting cycle. The investment in CAMS and training has helped to improve the reporting function and data collection. The next steps include developing definitions and consistent reporting process in how data is captured.

5D.2

The institution uses indirect assessments and institutional data as measures to gauge institutional effectiveness and sustainability currently. Institutional communities are surveyed via the Student Satisfaction Survey ([Beloit](#), [Hays](#)) and the Employee Satisfaction Survey. Information is utilized for improvement. Results from the Student Satisfaction Survey showed campus housing students requesting stoves to cook more in their units. The College added new stoves to housing in the fall 2018 as a result.

Data is collected through several processes and reviewed. The [Key Performance Indicators](#) are tracked annually ([2017](#), [2018](#)). One outcome from the College's participation in the Persistence and Complete Academy is the data collection tracking enrollment, retention and program completion. This data continues to be reviewed per semester and during the program review process.

Auxiliary functions ([Cafeteria](#), [Dormitory](#)) are reviewed through an annual profit and loss review. The College purchased a software system for the Maintenance departments to track projects. The software provides an analysis of projects and helps to plan for future needs and budgeting implications. The Business office utilizes the audit to review and improve performance. All non-instructional departments also go through the budget process, including some indirect assessments of the department's functionality. As an example, when NCK Tech's Food Service Director retired, the College used this as an opportunity for reflection on current processes. The Vice President of Finance and Operations along with the food service team examined options including outsourcing before determining in-house offers the best options and flexibility for NCK Tech.

Sources

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5.S - Criterion 5 - Summary

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

Summary

NCK Tech's resources, structures and processes are sufficient to meet the mission of the institution. Guided by our strategic goals in support of our mission, the College uses fiscal, physical and human resources to best serve students and the communities. Performance is measured through data collection and other means as described above.

Measuring institutional effectiveness has not been without challenges for NCK Tech. The College does not have a direct office of institutional effectiveness, nor an institutional research arm. The College has, though, shown growth and improvement in developing processes taking into consideration the talents and resources at its disposal. The investment in the CAMS, Student Information System, and continued investment into employee training using the system, points to the College's pursuit to address the challenges presented in gathering and using data efficiently.

Within the last ten years, the College has made improvements in seeking feedback from constituents and using data to guide reflection and decision-making. The College continues to improve this process as evident by the use of the employee satisfaction survey and the student satisfaction survey. Both instruments were updated approximately five years ago and regularly administered annually. Each survey now has a review process and results are reviewed and discussed. Future plans include adding an employer satisfaction survey and a community survey.

The College points to a high placement rates, strong fiscal processes, success in reaching performance standards with the state to mark progress in reaching its mission and strategic goals. Initial results from a recently conducted economic impact study point to the service the College provides to the region.

With the above evidence, NCK Tech fulfills the requirements for Criterion Five.

Sources

There are no sources.