

# COMPREHENSIVE STRATEGIC PLAN

CLOUD  
COUNTY  
COMMUNITY  
COLLEGE

2019-2024



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## Forward

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The Cloud County Community College Comprehensive Strategic Plan describes an ongoing process. This process results in an annually-updated document used by the entire institution to ensure continuous improvement in meeting its mission and purposes.

The plan addresses Cloud County Community College's organizational structure, operational constraints, and its future operating environment. The plan also helps to ensure unity among the Board of Trustees, administration, and staff regarding the future direction of the College and the means to get there.



## Mission and Guiding Values

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Philosophically, all of the strategic planning work done at the department level, the service area level, and the administrative level aligns in one direction, and each small push adds up to a large effect. To ensure this, we are committed to keeping our Mission and Guiding Values at the front of our minds.

The current Mission and Guiding Values are the result of a months-long survey of students, staff, and community members.



These survey results were taken to an internal committee where the following policy statement was drafted. The draft was open for comment at a college-wide in-service before it was approved by the Board of Trustees in February 2017.

We the Board of Trustees, administration, faculty and staff of Cloud County Community College believe that the citizens of a democratic society are best able to improve their lives when they have access to quality educational opportunities. We are committed to educational excellence and to making a significant contribution to social, economic and cultural development in north central Kansas. Mission documents guide our operations to fulfill our commitment.

### **Mission**

Cloud County Community College prepares students to lead successful lives and enhances the vitality of our communities.

### **Guiding Values**

#### **Success**

Students are our central focus, and we strive to see every student succeed.

*“We champion individual success”*

### **Excellence**

We deliver forward thinking programs of study as well as industry-best practices that reflect the highest academic standards.

*“We are committed to excellence”*

### **Service**

We make a positive difference in the lives of our students, community members, and each other through meaningful relationships.

*“We make a difference”*

### **Integrity**

We uphold the highest standards of ethics and public stewardship.

*“We do what is right”*

### **Diversity**

We encourage active citizenship and embrace the diversity of people and ideas.

*“We are better together”*

### **Accessibility**

We provide the best value for a high quality, holistic education.

*“We ensure every student has opportunities”*

### **Sustainability**

We promote renewable energy as well as sustainable lifestyles in our changing world.

*“We are Black, Gold, and Green”*

## Strategic Planning Process

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In its work, each service area of the college develops initiatives that align with key Strategic Initiatives. These initiatives are mapped to our Thematic Goals<sup>1</sup> that are aligned with the Higher Learning Commission’s Criteria for Accreditation. From the top-down, each service area of the college develops a plan appropriate to their area with corresponding goals, timelines, and assignment of responsibilities. Each individual department works to execute the plan for their service area, but, from the bottom-up, they will also develop their own

initiatives that are specific to their department. These plans and initiatives might include goals with subsequent strategies and target key performance indicators (KPIs). For example, lower the cohort default rate, increase the number of students contacted, and add a new academic program based on student demand, but they may also include smaller actions a department plans to accomplish.

### Thematic Goals<sup>1</sup>

1. Foster Student Success
2. Encourage Employee Success
3. Enhance Institutional Effectiveness
4. Promote Community Education

### Strategic Priorities<sup>1</sup>

1. Meet the goals of Foresight 2020 (as set by KBOR)
2. Increase visibility of Cloud County Community College in the community and state
3. Address workforce needs
4. Address issues of poverty/income gaps
5. Enhance institutional and financial sustainability
6. Intentional students recruiting

Each department should keep a record of their initiatives and revisit its progress during monthly meetings. These records will provide the basis for the quarterly report prepared by the Strategic Planning Committee. Each quarter, the report is shared at all-college strategic planning meetings. This data will help the college decide where we are headed next. The “closed-loop” nature of the plan allows for the quarterly modification of goals in accordance with any changes in instructional needs, levels and sources of financing, and other factors that impact the College’s vitality.

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<sup>1</sup>Based on the outcomes from the Board planning retreat “Developing the Framework for a Long-Term Strategic Plan for the College” held on November, 2018.

## Strategic Initiatives

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### Strategic Initiative One – Meet the Goals of Foresight 2020 (as set by KBOR)

Cloud County Community College will:

- A. Increase first to second year retention rates of "college ready" cohort to meet the baseline of 54.5%.
- B. Stabilize the number of certificates and degrees awarded to impede the decline in numbers awarded as evidenced in AY18 and AY19. (Baseline is 611).
- C. Increase the number of 3rd party credentials offered (CNA, CMA, CDL, NCLEX) to stabilize the decline in attainment. (Baseline of 362 attained).
- D. Increase first to second year retention rates of "non-college ready" cohort to meet the baseline of 44%.
- E. Increase the number of students passing gateway courses (CM 101, MA 111) on the first attempt to meet the baseline of 41.7%.
- F. Change performance indicator 6 to better align with educational offerings beginning AY21.
- G. Meet 4 of the 6 KBOR performance agreement indicators to ensure qualification of any new funding.

### Strategic Initiative Two – Academic and Co-curricular Excellence

Cloud County Community College will:

- A. Actively participate in the cultural and scholarly development of our students.
- B. Use assessment data to continuously make quality improvements to curricula and programs.
- C. Develop workforce development training opportunities.
- D. Develop two new technical programs by 2023.
- E. Develop an academic master planning process to inform a strategic vision for the academic offerings.

### Strategic Initiative Three – Enrollment and Retention

Cloud County Community College will:

- A. Expand early-college engagement with area high schools.
- B. Increase and sustain enrollment in concurrent credit program by 1% per year.
- C. Increase and sustain enrollment by 1% per year.
- D. Cultivate, grow, and maintain relationships with external stakeholders to broaden our student recruitment base.
- E. Promote stellar programs (Renewable Energy, Pre-Professional (medical), Agriculture, and UAV).
- F. Develop an Enrollment Management Plan for AY21 through AY24.
- G. Increase persistence among students.
- H. Develop an intentional recruiting plan for international student population (non-athletics).

## **Strategic Initiative Four – Student Engagement**

Cloud County Community College will:

- A. Implement a vibrant Student Engagement Center.
- B. Provide access to students' basic needs.
- C. Increase awareness of poverty in our service area through service learning.
- D. Engage in community discussions.

## **Strategic Initiative Five – Organizational Capacity and Continuous Improvement**

Cloud County Community College will:

- A. Develop an internal and external communication plan.
- B. Manage staffing levels sufficient for institutional needs.
- C. Focus on faculty and staff development.
- D. Develop a comprehensive marketing plan for AY21 through AY24.
- E. Broaden scope of Foundation (fundraising, plan, alumni relations).
- F. Review/update all Policies and associated Procedures.
- G. Develop a Campus Master Plan.
- H. Develop and implement a plan for regularly updating/improving technology.
- I. Improve the student information system functionality to increase departmental efficiencies.



## Closing the Loop

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The college budget, its strategic plan, and its facilities master plan are the three major guiding documents of the college.

The administrative team considers these documents as they study data about enrollments, enrollment trends, demographics, financial analysis, and comparisons to other community colleges and technical schools. This executive team study informs the major Strategic Initiatives on which the college focuses.

Strategic Initiatives are discussed, added to, and prioritized at all-college planning meetings before they move to service area standing committees (Academic Affairs, Student Affairs, and Administrative Services meetings).

Each standing committee, under the guidance of a Vice President, determines how the service area will approach the Strategic Advancement through service area-wide initiatives. Responsibilities are delegated to individual Departments (both academic and non-academic). Individual departments pursue the goals and objectives established by the standing committees and will also pursue their own, “bottom-up” goals and objectives.



The Program review (both academic and non-academic) gathers data about department performance and pursuance of Strategic Planning goals. Departments are asked to reflect on their operations, and use evidence of performance as a part of their budget requests.

Budgets requests, tied directly to Strategic Planning, are prepared in February, and, after consideration by the Vice Presidents in light of Program reviews, are awarded by July 1.

## Timeline

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The timeline for CSP is designed to fit with other college processes such as the standing service area committees described in the Master Contract, the annual program review process, and the yearly zero-based budgeting.

July	Budget for upcoming year released. Strategic planning discussions at monthly department and service area meetings.
August	Departments work on program reviews. Strategic planning discussions at monthly department and service area meetings.
September	Departments work on program reviews. Strategic planning discussions at monthly department and service area meetings.
October	Departments work on program reviews. Strategic planning discussions at monthly department and service area meetings.
November	Departments work on program reviews. Strategic planning discussions at monthly department and service area meetings. Board of Trustees Mid-Year Retreat
December	Strategic planning discussions at monthly department and service area meetings. <b>Biannual report</b>
January	Departments work on program reviews. Strategic planning discussions at monthly department and service area meetings.
February	Strategic planning discussions at monthly department and service area meetings. Budget requests due. Program reviews sent to Director of Assessment, Institutional Effectiveness and Planning and Deans for feedback.
March	Strategic planning discussions at monthly department and service area meetings. Program reviews sent to Vice Presidents for feedback.
April	Strategic planning discussions at monthly department and service area meetings. Program review documents completed sent to Vice Presidents for final approval, and then to peer review committees. Program review and zero-based budgeting presentations.
May	Strategic planning discussions at monthly department and service area meetings. Program Review summaries are finalized.
June	Strategic planning discussions at monthly department and service area meetings. Board of Trustees Strategic Planning and Budget Study Session Retreat. <b>Biannual Report.</b>

## Appendix A – Thematic Goals, Strategic Priorities and Initiatives

### Mapping the Thematic Goals to the HLC’s Criteria for Accreditation

Thematic Goals		HLC Criteria				
		1	2	3	4	5
1	Foster Student Success			✓	✓	✓
2	Encourage Employee Success		✓		✓	✓
3	Enhance Institutional Effectiveness	✓	✓			✓
4	Promote Community Education	✓		✓	✓	

### Mapping the Strategic Priorities to the Thematic Goals

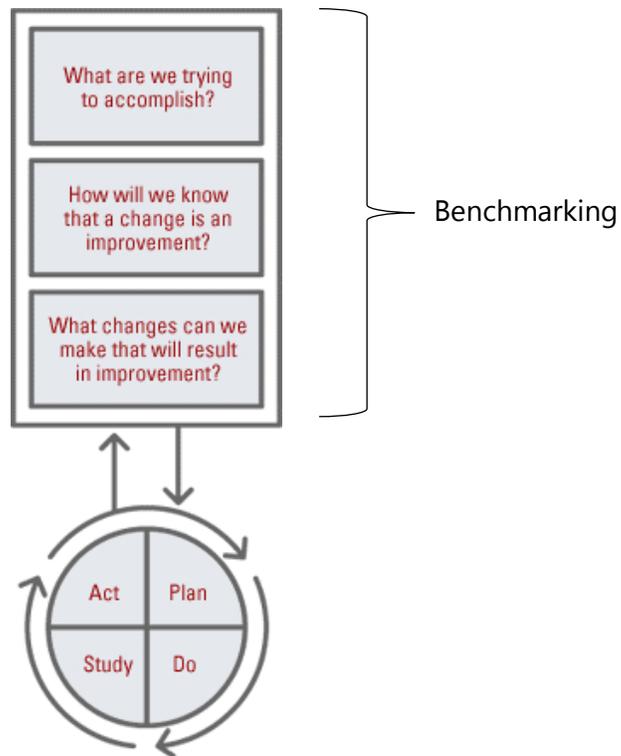
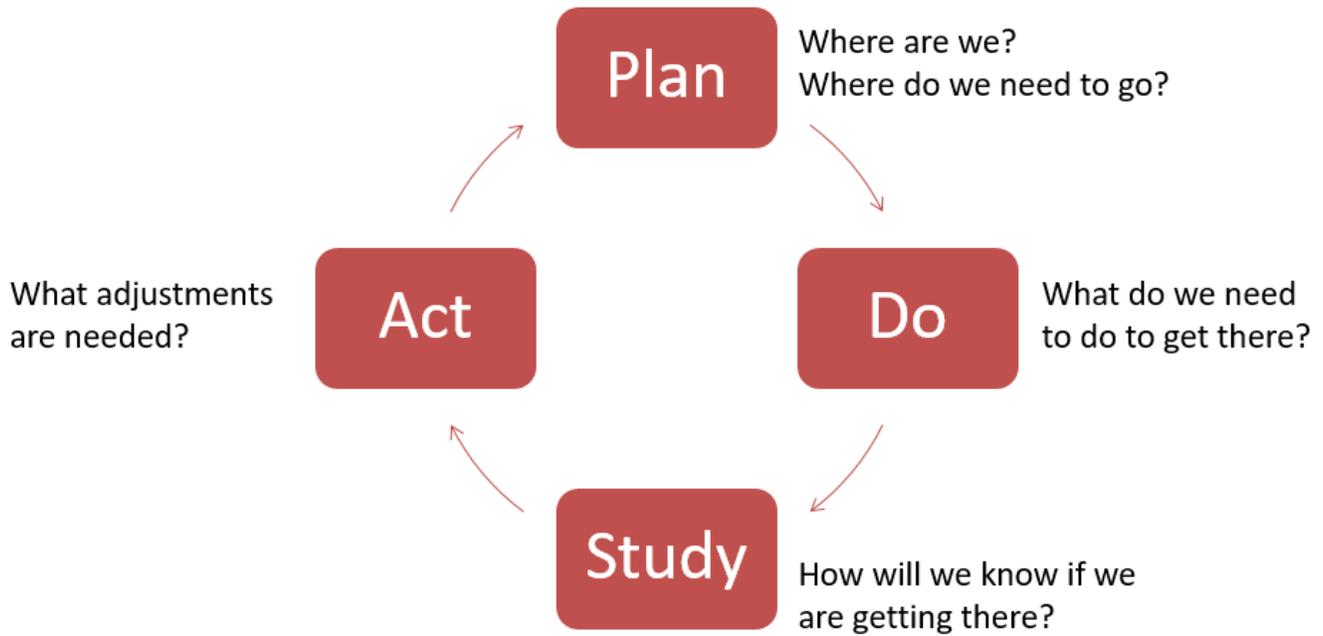
Strategic Priorities		Thematic Goals			
		1	2	3	4
1	Meet the goals of Foresight 2020	✓		✓	
2	Increase visibility of Cloud CCC in the community and state	✓			✓
3	Address workforce needs	✓	✓		✓
4	Address issues of poverty/income gaps	✓			✓
5	Enhance institutional and financial sustainability		✓	✓	
6	Intentional students recruiting	✓		✓	

### Mapping the Strategic Initiatives to the Strategic Priorities

Strategic Initiatives		Strategic Priorities					
		1	2	3	4	5	6
1	Meet the goals of Foresight 2020	✓		✓			
2	Academic and co-curricular excellence	✓	✓	✓	✓		
3	Enrollment and retention	✓				✓	✓
4	Student engagement		✓		✓		
5	Organizational capacity and continuous improvement	✓	✓			✓	

## Appendix B – Strategic Plan Framework

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## Appendix C – Standing Committees

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- The committee structure is designed to broadly represent areas across the college.
- Committee membership and responsibilities will be reviewed annually at the first meeting in August and updated as needed.
- Chairs of major committees would be chosen by committee members at first meeting in August of each year.
- Minutes of monthly committee meetings will be recorded and stored in the respective Vice President’s office.
- Departments will work under the direction of the director and report strategies accomplished in their annual program review.



### Academic Affairs Committee

The committee shall be chaired by the Vice President for Academic Affairs and Student Success. Membership shall consist of the Division Deans; the Vice President for Academic Affairs and Student Success; the Director of the Library; the Director of Advisement and Retention Services; one administrator from Online and Outreach appointed by the President; the Registrar; the Coordinator of the Student Success Center; all department heads; one full-time faculty member from the Geary County Campus appointed at-large; two students appointed by the Student Senate with one from

the Concordia Campus and one from the Geary County Campus, and the Director of Financial Aid.

### Student Affairs Committee

The committee shall be chaired by the Vice President for Academic Affairs and Student Success. Membership shall consist of the Coordinator of Student Engagement, Coordinator of Residence Life; the Vice President for Academic Affairs and Student Success; the Director of Enrollment Management; one coach of a male sport and coach of a female sport appointed by the Faculty Association; five non-coaching, full-time faculty members appointed at-large; one full-time faculty member from the Geary County Campus appointed at-large; and two students appointed by the Student Senate with one from the Concordia Campus and one from the Geary County Campus; one member of the Geary County Campus Student Services Staff; the Retention Specialist; and two support staff employees appointed by the organization for support staff employees.

### Administrative Services Committee

The committee shall be chaired by the Vice President for Administrative Services. Membership shall consist of the Vice President for Administrative Services; two full-time faculty members appointed at-

large; one full-time faculty member from the Geary County Campus appointed at-large; two full-time or regular part-time hourly support staff members appointed by the President in coordination with the organization for support staff employees; and two students appointed by the Student Senate with one from the Concordia Campus and one from the Geary County Campus, the Director of Information Technology, the Director of Human Resources, The Supervisor of Buildings, Grounds and Transportation, the Director of Accounting Services, Director of Auxiliary Services, and the Director of Community & Alumni Relations.

### **Technology Services Committee**

The committee chair will be designated by the Vice President for Administrative Services. Membership shall consist of one student appointed by the Student Senate; the Vice President for Administrative Services; the Director of Information Technology; the Director of the Library; the Coordinator of the Student Success Center; the Director of Advisement Services; one support staff employee appointed by the organization for support staff employees; one administrative support or professional services employee chosen by that group; two full-time faculty members appointed at large by the Association (if possible, one member from each academic division); one full-time faculty member from the Geary County Campus appointed at large by the Association; the Grants Coordinator; and the Director of Online and Outreach.

### **Diversity, Equity, and Inclusion Council**

The council chair shall be designated by the President. Membership shall consist of two support staff employees appointed by the organization for support staff employees; two administrative support or professional services employees chosen by that group; two full-time faculty members appointed at large by the Association; one representative from Geary County Campus appointed by the campus director; two students appointed by Student Senate representing both campuses, and two community members appointed at large by the group.

## **Appendix D – Strategic Plan Roles**

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### **Staff or Faculty Member**

As a staff or faculty member, your work is fundamental in three ways:

1. Your input at department and college-wide planning meetings is essential.
2. As members of a department, you are on the front-line of carrying out the Strategic Initiatives from both the “top-down” and “bottom-up” perspectives.
3. As members of a department, you contribute directly to your Program review document, gathering data, reflecting on data, and deciding how to move forward in the future. This program review informs your budget request for the coming fiscal year and provides data to support your input in college-wide strategic planning.

### **Director, Department Chair, or Dean**

As the leader of a department or a collection of departments, your work is fundamental in the following ways:

1. Your input at department and college-wide planning meetings is essential.
2. As the leader of a specific area, you are on the front-line of carrying out Strategic Initiatives from the “top-down” and “bottom-up” perspectives. From the “top-down” perspective, you attend your standing committee meetings and ensure your team fulfills any department-specific obligations coming from them. From the “bottom-up” perspective, you direct your team in establishing its own goals related to the Strategic Initiatives.
3. Generally, a topic of conversation at department/division meetings should be your progress on any department-level actions related to strategic planning initiatives. Keeping a running tally of department actions will facilitate your program review where actions are officially logged. These updates can also be shared at the quarterly strategic planning meetings.
4. As the leader of a department, you are responsible for ensuring your Program review is on-track each year. To accomplish this, you provide guidance and assistance to your team members as they gather and reflect on data. In the Program review process, you are responsible for drafting the document, forming a review committee, gathering feedback from the review committee, and writing a 1-2 page Executive Summary of your review that will be shared with the president and Board of Trustees.

### **Coordinator of Institutional Research**

The Coordinator of Institutional Research is responsible for pulling necessary data for program reviews:

1. Bulk data pull used for the yearly academic program review.
  - a. Data pulls necessary to judge whether progress is being made on Strategic Advancements.
  - b. Data pulls to update the Strategic Planning Study used by Cabinet.
  - c. Other departments may contact the Coordinator of Institutional Research for specific data requests.

## **Vice President**

As the leader of one of the three major service areas, your work is fundamental in the following ways:

1. Your input at department and college-wide planning meetings is essential.
2. As the leader of a major service area, you run the standing committee meetings for your area. You are responsible for ensuring that your service area has a continuous, consistent plan for moving the Strategic Initiatives forward from the “top-down” perspective.
3. You are responsible for tracking strategic planning initiatives at the service area level.
4. You are responsible for providing adequate support to ensure program reviews in your area are completed on-schedule.
5. As the leader of a service area, you are responsible for carrying out the Plan of Action stage of Program reviews.
6. As the leader of a service area, you are responsible for submitting Program reviews to the President.

## **President**

1. You are responsible for establishing and leading the executive team in reviewing institution-wide data for Strategic Planning purposes.
2. You are responsible for ensuring the decisions made in Cabinet reflect the college’s Mission and Guiding Values and the Strategic Advancements decided on by the college.
3. You are responsible for reading Program review executive summaries and providing a response to each department’s plan of action.
4. You are responsible for submitting the executive summaries of each program review to the Board of Trustees.

## Appendix E – College-wide SWOT Analysis – Word Clouds

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Q1 What do you think are Cloud's biggest strengths?

campus community college jobs work people transfer high one college strengths  
Cloud classes programs instructors faculty help students  
faculty  
care small students Cost staff Good staff  
quality great counties location CCC student success atmosphere  
community Caring faculty staff Low tuition small class size

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Q2 What do you think are Cloud's biggest weaknesses?

department Low think updating enrollment believe programs improving change poor  
staff salaries pay offer campus long college things  
Communication technology need stay Lack spread  
students planning working employees people turnover faculty  
technical programs facilities Geary County Campus one better new leadership  
faculty  
staff instructors want schools high

---

Q3 What opportunities do you think are the most important in ensuring viability?

courses tech programs keep new opportunities provide enrollment work offerings  
new area good low Cloud education programs marketing  
students know need increases community quality  
college want make also opportunity potential  
Technical programs transfer campus Geary County Campus grow  
faculty staff will

Q4 What do you think are Cloud's biggest threats to success?

wanting order us grow will Competition change outside support technical  
people community colleges community staff faculty lack staff  
students area college needs working enrollment work  
need team programs work together faculty staff market turnover Low  
employees Cloud

Q5 Where should Cloud be in five years concerning new academic programs?

going strong continue Hopefully courses additional new programs area offer think  
work look focus community students academic programs  
programs transfer need academic  
technical programs growing add well will  
new technical programs good coming new developed technology college years tech  
five years industry

Q6 Where should Cloud be in five years concerning workforce development offerings (non-credit)?

training developing think bring students Increase certificate professional  
courses industry sure skills offerings workforce  
need development area jobs community offices  
programs know people able good help workforce development  
work

Q7 Where should Cloud be in five years concerning enrollment numbers?

hours programs good Concordia grow also year steady  
enrollment numbers now see credit hours growth back need  
Geary numbers believe increase Concordia campus  
students great enrollment continue  
increase enrollment think higher Geary County campus  
Hopefully least online new programs will per year campus per offerings

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Q8 Where should Cloud be in five years concerning facilities?

upgrades think continue staff work Concordia campus campus student housing make  
space use entrance better programs students enhancing building  
Always need classes facilities housing updated great  
new will classrooms Meeting areas improvements look even dorms  
main building rooms know build new exterior help one athletic facilities

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Q9 Where should Cloud be in five years concerning professional development for staff?

every year many new will attend professional development learn time required  
year opportunity attend department sure work also conferences  
college good bring back new need believe  
professional development receive staff  
every training keep areas think go Continue faculty offer  
opportunities attend least one funds Allowing employees back new ideas  
make budget development know Develop technology

Q10 Where should Cloud be in five years concerning online course operations?

us current instructor full also sure see market know course offer classes many  
courses year online courses training need programs  
online online course offerings students Continuing  
offerings grow increase opportunities better consistency area five years  
make going available one expand

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Q11 Do you have any final comments?

money ways make moving many faculty staff community using great us  
Cloud feel staff will students things need help  
good changes CCCC leadership people employees think years

## Appendix F – KBOR Performance Report

Cloud County Community College Performance Report AY 2019						AY 2019 FTE: 1,229		
Contact Person: Amber Knoettgen		Phone and email: (785) 243-1435, ext. 248; aknoettgen@cloud.edu				Date: 9/2/2020		
Cloud County Community College	Fore-sight Score	3 yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
*1 Increase first to second year retention rates of "college ready" cohort.	1	2012: 78/140 =55.7% 2013: 82/164 =50.0% 2014: 110/191 =57.6% Baseline: 270/495 = 54.5%	68.4% (106/155)	↑	65.2% (103/158)	↑	62.9% (95/151)	↑
2 Increase number of certificates and degrees awarded.	1	AY12-13: 302 AY13-14: 936 AY14-15: 596 Baseline: 611	614	↑	557	↓	498	↓
3 Increase number of 3 <sup>rd</sup> party credentials attained (CNA, CMA, CDL, NCLEX).	2	AY12-13:357 AY13-14: 324 AY14-15: 406 Baseline: 362	295	↓	192	↓	162	↓
4 Increase first to second year retention rates of "non-college ready" cohort.	1	F12 to F13: 66/153 = 43.1% F13 to F14: 61/148 = 41.2% F14 to F15: 89/191 = 46.6% Baseline: 216/492 = 43.9%	59.8%	↑	101/175=57.7%	↑	98/195=50.3%	↑
5 Increase the number of students passing gateway courses (CM 101, MA 111) on the first attempt.	2	AY12-13: 657/1,552=42.3% AY13-14:574/1,383=41.5% AY14-15: 551/1,335=41.3% Baseline: 1.782/4.270= 41.7%	77.4%	↑	916/1154=79.4%	↑	839 / 1088 = 77.1%	↑
6 Increase the number of successful completers in allied health and nursing CEU courses.	1	12-13: 225 13-14: 206 14-15: 248 Baseline: 226	239	↑	145	↓	136	↓

\*Updated 9/2/2020

## Cloud County Community College Performance Report AY 2019 (Appendix B)

### **Indicator 1: Increase first to second year retention rates of "college ready" cohort.**

**Description:** CCCC will be able to strategically focus retention efforts of first-time, full-time degree seeking students by separating the “college ready” from the “non-college ready” students. “College ready” students are defined as those students who were not enrolled in any developmental courses in their initial term. Retention rates will be measured by identifying the number of college ready students who are retained from fall semester to fall semester.

#### **Outcome/Results:**

CCCC reports retaining 95/151, 62.9%, of the “college ready” cohort from the first year to the second year, which is an increase over the baseline of 54.5%. The college employs two retention specialists, one at each campus, to assist in early intervention of students that are at risk. CCCC implemented the retention platform called Dropout Detective in AY19 as an additional tool to enhance communication between instructors, advisors, and the retention specialists concerning student success. The platform is integrated into Canvas, so faculty can create alerts for students experiencing struggles. This strategic initiative is intended to further support student retention in a proactive manner.

### **Indicator 2: Increase number of certificates and degrees awarded.**

**Description:** Students have a wide range of educational goals including earning certificates and degrees. To facilitate degree attainment, CCCC offers a range of learning opportunities including concurrent, online, web conferencing, hybrid, community outreach and on-campus classes. CCCC is focused on increasing the number of students earning certificates and degrees which supports Kansas Foresight 2020.

#### **Outcome/Results:**

The total number of certificates, 498, is below the baseline of 611. However, AY13 had an extremely high number (936) that is dramatically different from other years. This is the result of Academic Affairs going through and hand auditing certificates and/or degrees that were previously missed in prior years, even before AY12. By going back to award certificates and degrees missed in prior years, the number for AY13 is triple the previous year, AY12, and is skewing the baseline dramatically. In AY15, degree audits were created and implemented through the student information system, Jenzabar, to ensure degrees and certificates are awarded in the appropriate AY.

### **Indicator 3: Increase number of third party credentials attained.**

**Description:** With an increased focus on workforce development, preparing students for high-need industries, and assuring quality of learned skills, CCCC will continue to use industry recognized credentials to help identify preparedness of students and place qualified students into the workforce. Attaining a professional credential will provide a competitive advantage for individuals entering the workforce. Through direct observation and access to licensing data, CCCC will measure the number of credentials successfully earned by CNA and CMA students, students receiving a CDL license, and those who pass NCLEX exams.

#### **Outcome/Results:**

The reported amount of third party credentials is 162, which is below the baseline of 362. The college has experienced difficulty finding an adequate number of qualified instructors for CMA and CNA to maintain course offerings due to the strict state requirements for instructor credentials. The Allied Health Coordinator is working diligently to identify and hire instructors to offer more courses moving forward. Another challenge for the college was the loss of the CDL instructor. However, the college began offering CDL again in spring of 2019 and

has had success with the courses offered thus far. The inability to locate instructors decreased our course offerings in all areas, which then decreased the number of students completing credentials. One positive is that the decrease in credentials earned in AY19 was down 16% from AY18 as compared to a 35% decrease in AY18 from AY17. Another positive is the Allied Health Program is creating the set-up of a Lab/Clinical Classroom Setting so future CNA and CMA Class clinical sessions can be held per KDADS Regulation/Standards on campus. With the creation of the Lab/Clinical Classroom Setting, the college will be able to entice students to come to CCCC and enhance their learning opportunities with hands on experience. This Lab/Clinical Classroom Setting will double as a hands-on clinical setting for EMT Students as well.

**Indicator 4: Increase first to second year retention rates of "non-college ready" cohort.**

**Description:** CCCC will be able to strategically focus retention efforts for first-time, full-time degree seeking students by separating the “college ready” from the “non-college ready” students. “Non-college ready” students are those who have enrolled in at least one developmental course during their initial term of enrollment. In order to better address the needs of these students and provide student support services, CCCC will track retention rates of “non-college ready.” Using CCCC’s Jenzabar Management Information System, students who take at least one developmental course will be identified and tracked to measure retention rates from their initial fall enrollment term to the following fall term.

**Outcome/Results:**

The college reports retaining 98/195 of the “non-college ready” cohort from the first to second year. This percentage of 50.3% is above the baseline of 43.9%. CCCC has several measures in place to assist “non-college ready” students find success. One of those is through the gateway courses. Our CM 101 English Composition I course is accompanied by a workshop for those students that test just below the requirement to enroll directly into CM 101 English Composition I. The workshop portion of the course provides supplemental instruction to help students perform at the expected level to succeed in the college level course. Another factor in retaining “non-college ready” students are the retention tools in place by having two retention specialists and the online platform called Dropout Detective for instructors to provide alerts for students they feel are at risk. At that point, the retention specialist follows up to provide support and coaching to help students meet their goals.

**Indicator 5: Increase the success rate of students passing gateway courses (CM 101, MA 111) on the first attempt.**

**Description:** The two gateway courses of CM 101 English Composition I and MA 111 College Algebra are crucial in determining a student’s perseverance to degree completion. CCCC will work to increase the number of students who successfully complete either or both gateway courses on their first attempt. Successful completion will be defined as achieving a letter grade of “A,” “B,” or “C.” A review of institutional course data will indicate first attempt pass rates. CCCC will report the aggregate success rate while disaggregating the data for the purpose of instructional improvement and learning support systems enhancement.

**Outcome/Results:**

CCCC reports that 839/1088 students pass gateway courses on the first attempt. This equates to 77.1%, which is above the baseline of 41.7%. This success can be attributed to realigning outcomes from Intermediate Algebra to College Algebra as well as the addition of the Composition Workshop that supplements CM 101 English Composition I for students that test just below the level required to go directly into CM 101:

English Composition I. Both departments show an increase in the pass rate. Although it does not affect the results with respect to the baseline, we discovered the reporting for AY17 and AY18 was off by a year. As such, the AY17 should have been 79.4% and AY18 should have been 76.4%.

**Indicator 6: Increase the number of completers in online allied health and nursing Continuing Education Unit (CEU) courses.**

**Description:** CCCC wants to provide effective continuing education opportunities, both face-to-face and online, for people needing to maintain licensure that are place bound and/or balancing family and work obligations that prevent them from traveling. CCCC will track the successful completion of its Allied Health CEU courses through a review of institutional course data. Successful completion is achieved when the student receives a letter grade of “A,” “B,” “C;” or “P” for “pass.”

**Outcome/Results:**

The college reports 136 completers in allied health and nursing CEU courses, which is below the baseline of 226. Beginning in spring of 2018, the Allied Health Program no longer worked with nursing to provide CEU courses. At that time, the CEU courses were being overseen and organized by a nurse within the Allied Health department. This person retired and the Nursing department did not have the staff to replace the position and offer CEUs. The college has since been working with our nursing department to find alternative ways to offer CEUs to the nursing community. A positive is that the difference in AY18 and AY19 was down 6% as compared to 39% down between AY17 and AY 18.

## Appendix G – Tracking Initiative Goals and Actions Form

Strategic Initiative One – Meet the Goals of Foresight 2020 (as set by KBOR)		
Goal	Responsibility	Deadline
Strategic Initiative Two – Academic and Co-Curricular Excellence		
Goal	Responsibility	Deadline
Strategic Initiative Three – Enrollment and Retention		
Goal	Responsibility	Deadline
Strategic Initiative Four – Student Engagement		
Goal	Responsibility	Deadline
Strategic Initiative Five – Organizational Capacity and Continuous Improvement		
Goal	Responsibility	Deadline

Goal	Update
1.	
2.	
3.	
4.	