

## 1 - Mission

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

### 1.A - Core Component 1.A

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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

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#### **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.**

Salina Area Technical College has served the regional communities of Kansas for 50 years. Established when the Kansas Technical School System was created, the College has evolved into a nationally recognized technical college. The College is a valued resource for the communities and the industries that rely on graduates for employees. The mission has been the key factor in guiding institutional decisions.

Mission documents form the strategic plan and include the mission, vision, values, and strategic goals. Salina Area Technical College values internal and external stakeholder participation in developing the mission documents. The 2009, 2012, and [2015 strategic planning process](#) sought significant input from students, employees, and external constituents. Data from student learning, student success, student evaluations, enrollment, and finances was analyzed.

Information collected from internal and external stakeholders is summarized for the Board of Trustees to review. The Board adopted the mission documents on July 1, 2009, October 22, 2012, and [July 27, 2015](#).

The Board, faculty, and staff understand and support the mission of the College. Students, employees, and community members had significant input and opportunity to review and discuss the mission before formal adoption by the Board as part of strategic planning documents. As a result of consistent, broad based input, the annual [Faculty and Staff Survey](#), questions 13 and 14, consistently indicates an understanding and support of the mission. In FY15, 97.4% of employees understood the mission, 100% support the mission.

## **2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission**

The mission of the College is:

Salina Area Technical College will meet employment needs of the region by providing a diverse community of learners with the technical and general education skills necessary for employment, personal growth and lifelong learning.

The College develops curriculum to fulfill the mission. It offers associates degrees and certificates in 15 technical programs. The College offers certificates of completion in a variety of allied health courses. The content of the curriculum and the nature of the programming are consistent with the stated mission and include programs in transportation, manufacturing, construction, business, and healthcare. [Departmental mission statements](#) align with the mission and are approved by advisory committees.

Student support services help the College fulfill its mission. Services include tutoring, advising, career services, testing services, admission and registration, recruiting, computer lab and library services. The services provide students with assistance to achieve their educational goals. The single campus institution employs 11 full-time support personnel in instruction and student services.

The [enrollment profile](#) is consistent with the mission of the College. Recruiting material emphasis is on technical education certificates and degrees offered at Salina Area Technical College. The College does not recruit international students nor does it make any out-of-state recruiting visits. Students of all ages and income profiles attend Salina Tech. Approximately ninety percent of students live within a 40 mile radius of the campus.

Enrollment is assessed as part of overall [annual program review](#) (see financial performance). Most program enrollment is consistent over time. Programs with declining enrollment are evaluated to determine the cause. Programs with wait lists are expanded. For example, the "[Financial Performance](#)" section of the annual program reviews indicate:

- [Enrollment in CAD](#) had not been strong. In 2012/2013 an initiative to expand with concurrent enrollment and articulation agreements was created resulting in increased enrollment in 2013/2014. The College followed the same strategy for [Business Administrative Technology](#) with similar results.
- [Enrollment in Welding](#) had a long waiting list. Welding was expanded in FY14 resulting in increased enrollment.

## **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.)**

The mission guides College operations. From the mission, vision and values statements are created and strategic goals are established to form a three-year strategic plan. The strategic plan includes measures the College reports on monthly via [monitoring reports](#) at Board meetings. The strategic plan is updated annually with new annual objectives and measures. Through monthly evaluation of monitoring reports at Board meetings, the Board and employees can evaluate if the College is achieving its mission.

The College creates annual operational plans for each division to help fulfill the mission: [Instruction](#), [Student Services](#), [Administrative Services](#) and [Executive](#). These plans are updated and evaluated by administration, usually quarterly, to evaluate achievement toward the strategic plan. Other plans driven by the mission include: [Facilities Master Plan](#), [Enrollment Management Plan](#), [Retention Plan](#), and [Safety Plan](#). The vice president's annual performance evaluations include goal achievement in their operational plans. Enrollment Management and Retention planning are linked to data from the annual program review.

The budget supports “the technical and general education skills necessary for employment, personal growth and lifelong learning.” It invests in instructional equipment, supplies, technology, diversity and faculty so the mission can be accomplished. On [July 28, 2014](#), the annual budget was approved by the Board; of the \$4,008,889 projected expenditures, over 50% was direct instructional costs and the remaining was primarily services to support students, the campus, and instruction.

A budgeting committee meets in the spring to recommend an annual budget to the Board. The committee [analyzes a variety of factors](#) including historical budgeting data, enrollment, state funding, and new initiatives. Program reviews, assessment of student learning, and strategic priorities all impact the budget building process to ensure expenditures align with the mission of the institution.

Additional information on how budgeting and planning priorities align with the mission can be found in 5.C.1.

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**Sources** [FYI: names of linked documents (in blue) appear at the end of core components.]

- [10-22-12 BOT Agenda Summary](#)
- [7 27 15 BOT Agenda Summary](#)
- [7-01-09 BOT Agenda & Summary](#)
- [7-28-14 BOT Agenda Summary](#)
- [Budget Committee Requests - Master AY 15-16](#)
- [Dashboard - Program](#)
- [Dashboard - Program \(page number 9\)](#)
- [Dashboard - Program \(page number 12\)](#)
- [Dashboard - Program \(page number 32\)](#)
- [Departmental Mission Statements](#)
- [Emergency Action Plan](#)
- [Facilities Plan](#)

- Faculty and Staff Survey FY10-FY15
- FY14 Administrative Services Operational Plan
- FY14 Executive Operational Plan
- FY14 Instructional Operational Plan
- FY14 Student Services Operational Plan
- FY15 Administrative Services Operational Plan
- FY15 Executive Operational Plan
- FY15 Instructional Operational Plan
- FY15 Instructional Operational Plan Update
- FY15 Student Services Operational Plan(2)
- FY16 Enrollment Management Plan Updated 8-27-15
- Monitor Reporting Timeline BOT
- Retention Plan 15.16
- SATC Enrollment Profile - Criteria 1 Core A Sub 2
- Strategic Planning Process 2009
- Strategic Planning Process 2012
- Strategic Planning Process FY16-FY18

## 1.B - Core Component 1.B

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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

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#### **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.**

The Strategic Plan is included in the [College Catalog](#) and the [Board Policy Manual](#), both of which are posted on the website. The mission is posted throughout the campus. The College's mission, vision, values and goals are included in the operational plans. The College's strategic plan is approved at public Board meetings and is updated annually. The general public may view the minutes of all Board meetings, including adoption of the strategic plan, on the College's website.

#### **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.**

The three-year strategic planning cycle, with annual updates, provides evidence the College's mission is current. After approval of strategic priorities, the Board identifies annual objectives and measures to achieve the strategic goals. Because of annual updates, throughout this document, the Strategic Plan is referred to as:

[FY13-FY15 Strategic Plan](#)

[FY13-FY15 Strategic Plan – FY14](#)

[FY13-FY15 Strategic Plan – FY15](#)

The mission, vision, values, and strategic goals do not change annually, but objectives and measures are updated to focus on emerging priorities. For example, during FY13 and FY14, the

College's financial aid default ratio was rising. The College included an annual objective to lower it in the FY15 update.

The strategic plan annual objectives and monitoring reports (measures) address various aspects of the mission, including general education, developmental education, assessment of student learning, increasing AAS Degree awards, and improving planning linkages. Objectives and measures create expectations for student learning, graduation and completion rates, job placement rates, percent of graduates receiving an industry recognized credential, diversity, and support services. The [FY16-FY18 Strategic Plan](#) was recently adopted by the Board on July 27, 2015. Because most of this document was written in FY15, the strategic plan referenced is FY13-FY15.

### **3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.**

The mission defines the educational purpose of the College. The vision defines the desired future, "Be the technical college of choice for Kansas." The values embrace qualities employees share to achieve the mission and vision, and include teamwork, lifelong learning, diversity, and excellence. Three-year strategic goals define the priorities to help the College achieve the mission. The FY13-FY15 strategic goals include:

1. Achieve HLC Accreditation by FY15
2. Enhance Fiscal Strength
3. Provide quality instruction that meets community needs
4. Strengthen Processes and Services
5. Grow enrollment by 20%
6. Improve Visibility and Perception

The annual objectives help achieve one or multiple strategic goals. The FY15 objectives include:

1. Expand Broad Community Outreach/Partnerships
2. Achieve HLC accreditation.
3. Operate in a balanced budget.
4. Lower the FA default rate.
5. Student success data ranks Salina Tech in the top 25% in the state.
6. Foundation raises \$50,000 cash.
7. 5% enrollment growth on an annual basis.
8. Increase the diversity of the student body based on regional demographics.

Annual measures, in the form of monitoring reports, provide evaluations of progress toward objective achievement. The measures for FY15 include:

1. HLC "identified priorities" complete by May 2014.
2. Graduate and Job Placement Report; 90% placement, August 2014.

3. 85% of AY14 graduates achieve an industry recognized credential. October monitoring report.
4. The College graduates ranked in the top 25% in: KBOR Student Success, IPEDS Graduation and Retention, and Aspen Institute data. March 2014.
5. Annual program review data shows 65% average program completion and graduation rate by December 2014.
6. Enrollment Report 5% growth in IPEDS and KBOR census reports by October 2014.
7. Biannual FA default reports, December and May.
8. Monthly reports showing YTD spending at or below budget and post-secondary tuition revenue at or above budget.
9. Break down IPEDS by demographics. November monitoring report.
10. Foundation financial report showing \$50,000 increase by May 2015.

Every Board meeting includes appendices that track progress toward achievement of the strategic plan. For example, the [May 19, 2014 Board meeting](#), Appendix A, summarized all monitoring reports during the year. Appendix B is a summary of the strategic plan shown in the "X" matrix format. Appendix C tracked HLC accreditation related activities during the year.

## Sources

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- 5-19-14 BOT Agenda Summary
- Board Policy Manual
- Board Policy Manual (page number 3)
- FY13-FY15 Strategic Plan
- FY13-FY15 Strategic Plan - FY14
- FY13-FY15 Strategic Plan - FY15
- FY16-FY18 Strategic Plan
- SATC 14-15 College Catalog - FINAL
- SATC 14-15 College Catalog - FINAL (page number 8)

## 1.C - Core Component 1.C

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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

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#### 1. The institution addresses its role in a multicultural society.

The College constituents understand the importance of diversity and included this statement in the mission: "diverse community of learners". The employees further identified diversity as one of four institutional values, "Diversity – we embrace the diversity of our students, employees, and community, promoting inclusion and access to all." The College adopted a [diversity statement](#) in 2009 and updated it in 2011. The [FY13-FY15 Strategic Plan – FY15](#) includes an annual diversity objective and measure.

The College has a non-discrimination statement published on all printed materials. The non-discrimination statement is located at the bottom of the home page on the College's website and the application for admission. The Student Code of Conduct forbids discrimination in any form.

The College monitors a variety of population and enrollment demographics that impact hiring, recruiting, marketing, and curricular decisions.

#### A. Population growth in the Salina community.

| Salina Population Growth | 2000   | 2010   | 2000-2010<br>% increase |
|--------------------------|--------|--------|-------------------------|
| African American         | 1,630  | 1,782  | 9.3%                    |
| Asian/Pacific Islander   | 896    | 1,095  | 22.2%                   |
| Hispanic                 | 3,067  | 5,112  | 66.7%                   |
| Native American          | 256    | 261    | 2.0%                    |
| White                    | 40,090 | 41,116 | 2.6%                    |
| Other                    | 1,728  | 1,831  | 6.0%                    |

#### B. Minority enrollment at the College compared to community demographics.

| <b>FY14</b>            |             |                       |
|------------------------|-------------|-----------------------|
|                        | <b>SATC</b> | <b>City of Salina</b> |
| African American       | 4.80%       | 3.70%                 |
| Asian/Pacific Islander | 1.96%       | 2.30%                 |
| Hispanic               | 7.42%       | 10.70%                |
| Native American        | 0.76%       | 0.60%                 |
| White                  | 77.75%      | 86.20%                |
| Two or more races      | Na          | 3.30%                 |
| Unknown                | 7.31%       | na                    |
| <b>Total</b>           | <b>100%</b> | <b>106.80%</b>        |

The area with the widest community gap is in the Hispanic population. The College responded by adding two Hispanic instructors, one in Welding in FY13 and one in Auto Collision Repair in FY12. The College places newspaper ads in LaVoz and began advertising on Hispanic radio stations in FY14. In FY13, the College started an Outreach Program (explained in the next sub-component). As a result of a commitment to diversity, the percent of minority students enrolled has continued to steadily increase since FY11:

| <b>Headcount</b>               |             |              |              |              |
|--------------------------------|-------------|--------------|--------------|--------------|
|                                | <b>FY11</b> | <b>FY12</b>  | <b>FY13</b>  | <b>FY14</b>  |
| African American               | 34          | 38           | 33           | 44           |
| Asian/Pacific Islander         | 9           | 13           | 21           | 18           |
| Hispanic                       | 60          | 62           | 71           | 68           |
| Native American                | 2           | 8            | 6            | 7            |
| White                          | 920         | 846          | 859          | 713          |
| Multi-racial                   | 16          |              |              |              |
| Unknown                        | 42          | 239          | 43           | 67           |
| <b>Total:</b>                  | <b>1083</b> | <b>1206</b>  | <b>1033</b>  | <b>917</b>   |
| <b>Minority total:</b>         | <b>105</b>  | <b>121</b>   | <b>131</b>   | <b>137</b>   |
| <b>Minority as % of total:</b> | <b>9.7%</b> | <b>10.0%</b> | <b>12.7%</b> | <b>14.9%</b> |

## **2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.**

To create a more diverse College environment, the College took the following additional actions:

- Starting FY13, the College developed a relationship with Garden City High School, which is 72% minority population, predominantly Hispanic. Garden City brings a number of students to the College to tour every year, a 4 hour drive.
- The College has increased the percent of Hispanic faculty from 3.2% in FY11 to 6.3% in FY15.
- The Outreach program, explained below, was started in December of FY13. This has had a very positive impact on the community and added diversity to enrollment.

### **Outreach to the Community**

In addition to ethnicity data, the College tracks economically disadvantaged data. In the past 12 years, students qualifying for free lunch at USD 305 has risen from 28% to 52%. After extensive poverty research in 2012, including focus groups and community service providers, the College created an Outreach Program to serve the needs of the educationally and economically disadvantaged.

The Outreach Coordinator, working with partners, created a curriculum to prepare at-risk populations for college. The curriculum, called “HOME@SATC” is offered through PSY100: Personal Growth and Development. The 1-credit hour course includes:

- social class communication, creating positive networks
- the psychology of decision-making, evaluating information and resources
- financial literacy & consumer credit counseling
- planning for economic stability and success
- Specific, Measurable, Attainable, Realistic, Timely (SMART) college and career goal-setting,
- one-on-one case-management provided by the outreach coordinator for up to 1-year after the course, and
- eligibility for SATC outreach specific scholarships upon passing PSY100.

The Outreach Coordinator works closely with the USD 305 Jobs for Americans Graduates (JAG) Program, Circles of the Heartland-Saline County, and other service organizations dedicated to improving the lives of those who live in or near poverty levels. In FY13 the program started with 8 students, in FY15 68 students are enrolled in outreach classes.

In FY15, the College expanded its Outreach program to become a part of the “Partners in Change” organization. Partners in Change is a collaborative program between Salina Adult Education Center, the College, the State of Kansas Department for Children and Families and Salina area businesses. This 8 week program is designed to promote the development of a strong and vibrant labor force for North Central Kansas. The College is the facilities’ host and provides outreach support to students interested in higher education after completion of the Partners in Change program.

The goal for the Outreach program is not only to lower poverty rates by helping students get the training needed for better jobs, but to create a national model that is sustainable and not resource intensive.

The College continues to transform practices, curricula and ways of engaging with one another in order to expand diversity. For example, faculty members create opportunities for students to grow and learn in a diverse work setting through internships, field trips, case studies, and clinical environments. Students learn about multiple cultures and a global society from discussions in the classroom. The College, through these many initiatives, creates a climate that celebrates diversity.

In FY13, SB155 (Senate Bill 155) was passed; it paid the tuition for secondary students to attend technical colleges. The funding did not cover the application fee, books, tools, uniforms, or program fees for high school students. During a meeting with area Superintendents, principals, and counselors, many remarked that while the Senate Bill was wonderful, they had students not capable of paying the \$25 application fee, let alone other fees.

The College responded by creating the [Center of Excellence](#) scholarship. This scholarship waives all costs for secondary students if they adhere to attendance, grade, and professionalism requirements. This has been a dramatic success causing secondary enrollment to increase from 80 in FY12 to 176 in FY14.

As a result of these activities, the total percent of minority students increased dramatically in fall 2014, especially Hispanic enrollment:

| <b>Percent Minority Students attending SATC</b> |              |                  |
|---|--------------|------------------|
|   | <b>FY14</b>  | <b>Fall 2014</b> |
| African American                                | 4.80%        | 3.70%            |
| American Indian                                 | 0.76%        | 0.70%            |
| Asian/Pacific Islander                          | 1.96%        | 2.64%            |
| Hispanic  | 7.42%        | 10.60%           |
| White   | 77.75%       | 78.60%           |
| Multi-racial                                    | NA           | 3.10%            |
| Unknown   | 7.31%        | 0.70%            |
| <b>Minority % of total:</b>                     | <b>14.9%</b> | <b>20.70%</b>    |

## Sources

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- CNTRFXCLLCN (no name or date)
- Diversity Commitment
- FY13-FY15 Strategic Plan - FY15
- Human Resources - Equal Opportunity Employment and Discrimination

## 1.D - Core Component 1.D

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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

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#### **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.**

When the College became independent, the institution understood its obligation to serve the public good. The College service area includes six counties: Lincoln, Ellsworth, McPherson, Dickinson, Ottawa, and Saline. Based on 2010 United States Census data, the total population of all six counties was 120,369.

The College provides educational opportunities that lead to employment, job improvement and enrichment. The College provides businesses, community, and educational institutions with skilled graduates and customized training for their employees. They in turn provide the College with curricular input, technology and equipment, planning, resources, internships, and clinical settings.

The College works with many other regional entities dedicated to serving the public good. These agencies include: Kansas Works, the Veterans Administration, Vocational Rehabilitation, Kansas Board of Regents, Kansas Department of Commerce, Kansas Department of Health and Environment, Environmental Protection Agency, Kansas Local Workforce Investment Board, Kansas Council on Workforce Development, Kansas Department of Education, and the United States Department of Education.

The College is responsive to needs of its many community partners. Based on requests from community businesses, the College has served the community in the following unique ways:

- In FY11, based on a request from the hospital, the College partnered with Hutchinson Community College (HCC) to increase LPN graduates in the community. The partnership with HCC allowed use of the College's facilities for the LPN program.
- In FY13, based on community poverty data, the College started the Outreach program.
- In FY13-FY14, based on requests from manufacturing business, the College expanded the welding program from 22 to 86 students.

- In FY15, based on requests from community and state trucking agencies, the College added a truck driving program to its curriculum.
- The College customizes training for area businesses who request it.

Based on recommendations from the candidacy team, the College hired 2.75 general education instructors, an academic advisor, removed a board member who served in a superordinate capacity, and created more articulation agreements. Since FY10, the number of [articulation agreements](#) with four year colleges has grown, especially after the candidacy award in FY13. In addition to the articulation agreements, in FY13, the College partnered with Hutchinson Community College to offer the AA Degree, giving residents more educational options.

Based on recommendations from the HLC Board of Trustees, the College increased the number of faculty with a bachelor's or higher by 75% in technical programs that lead to an AAS Degree.

The College is one of the State's 32 public higher education institutions (7 public universities, 19 community colleges, and 6 technical colleges). The College participates in monthly Kansas Board of Regents, Technical Education Authority, and state committee meetings to collaboratively address the needs of Kansas.

**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.**

As a public entity, the College does not have investors or stockholders. Page seven of the [Board's policy manual](#) identifies one of the Board's primary beliefs:

The Board deliberates with many voices but governs with one. In the support of effective college governance, the Board believes:

1. That it derives its authority from the community and that it must always act as an advocate on behalf of the entire community.

[Board membership](#) reflects College programs and not any particular group or philosophy that would take primacy over educational purposes (page 23).

The College has adequate reserves, approximately \$1.75 million as of FY14. The College spent \$2 million to remodel building A in FY12/13 and \$729,000 on the welding expansion in FY14. The College invests in technology, facilities, and equipment annually to make sure student educational needs are being met in an environment that is conducive to learning.

The College has an annual [Perkins plan](#) and [State Performance Agreement](#) that have multiple goals validating educational responsibilities as College priorities. The [Strategic Plan](#) mission, vision, values, and goals support educational priorities over any other competing ideology.

**3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.**

In the summer of 2009, while the President was touring local industries, two constituents, Schwans and Exide, indicated they had difficulty finding qualified employees with industrial electrical and industrial maintenance skills. In response, the College partnered with five businesses and was awarded a \$100,000 grant from the Kansas Department of Commerce to create an industrial electrical/maintenance training curriculum. The program started in fall 2010 and reached enrollment goals the first year.

In fall 2009, Salina Regional Health Center (SRHC) asked the College to start a practical nursing program. SRHC made the request due to the hospital's annual need for additional 12-15 nurses. To respond, the College partnered with Hutchinson Community College (HCC) to deliver a practical nursing program in Salina. HCC provided the instruction, the College provided the facilities (classrooms and laboratories), and SRHC provided clinical space for students. The program expansion to the Salina area was approved by the Kansas Board of Nursing and the Higher Learning Commission. The first class had 65 applicants, 17 were selected, with 17 graduating in May 2011. HCC moved the program to the McPherson campus in FY14.

During community strategic planning sessions in 2012, business leaders indicated a desperate need for more welding graduates. Administration worked with the state and business leaders to undertake a \$1,000,000 expansion of the Welding program. Initially the goal was to double the size of the program from 24 to 48 students; the expansion was so successful, in FY15 the headcount was 86 students. The Department of Commerce paid for \$200,000 of the expansion and business leaders contributed an additional \$71,000. The College contributed the remaining \$729,000.

During the spring and fall of 2014, state and local trucking agencies requested the College start a truck driving program. Business partners donated trucks, trailers, and tankers. Local donors contributed \$20,000 to start the program. KBOR contributed \$30,000, and the Dane G. Hansen Foundation contributed \$210,000. The first class started spring 2015.

The College's Allied Health program offers courses in Certified Nursing Assistant, Certified Medication Aide, Home Health Aide, Rehabilitation Aide, and Emergency Medical Technician (EMT). The Allied Health program works closely with healthcare facilities, frequently offering these classes on site to meet unique demand or employment shortages. In FY15 courses were offered at the following locations:

Dickinson County Health Dept Building (EMT)

Village Manor Nursing Home (CNA)

Saline County Health Dept (CPR)

Sunflower Daycare (CPR)

Central Kansas Mental Health Office (CPR)

The College works closely with the Salina Adult Education Center (SAEC) to ensure that students who have not graduated from high school have the opportunity to earn their diploma. This partnership includes allowing SAEC students access to the College's computer labs, a Kansas Health Profession Opportunity Project (KHPOP) grant for training CNA students, and partnering on "Communities in Change" initiative.

Many licensed professionals attend the College for training or license renewal. Companies such as EATON bring technicians to the College and offer mini classes on their transmission components. The classes are designed for the experienced technician wanting to gain updated information on a particular model. EATON also offers courses that are more appropriate for the new technician such as FRO transmission rebuild. This course is open to business and industry employees and is held on the College's campus. The College's instructors and students are allowed to attend the course at no charge.

Construction contractors have a need for continuing education. As a part of contractor training, HILTI provided a Power actuated tool Class to students and contractors. The College is also a testing site for Automotive Service Excellence (ASE).

O'Reilly Auto Parts utilizes the College's Auto Technology department to hold training classes on a variety of technologies. By bringing in industry, the College's instructors attend and remain current in their field.

The College curriculum, equipment, and materials are developed with input from business and industry partners through its program advisory committees. The students and the College benefit from the support of its partners who supplement learning by providing tours, guest speakers, internships, donations, and curricular input.

The College's students interact with the public frequently through curricular activities such as student organizations, service projects, hands-on learning, live work, and partnerships. Students are involved in blood drives, the Kansas Mission of Mercy (KMOM), Ambucs ramp building, internships, occupational work experiences, clinical experiences, student clubs, organizations, SkillsUSA, and Big Brothers and Big Sisters. The College's co-curricular activities promote leadership skills, personal development, self-discipline, and confidence, as well as developing social, work, and ethical skills. Students learn to be better citizens and members of society.

In many programs, students work on customer projects. Although the customer pays for materials, the process of purchasing parts is included as part of the student's educational experience. This connects the students with the business community in their chosen career. Students are required to work first hand with the customer to develop communication skills and portray the professionalism needed to provide good customer service and satisfaction. The College charges minimal personnel costs for these services. In many instances, the public is only charged for the costs of parts and materials.

The College's employees are active in the community and participate in many organizations, as well. Employee involvement in these organizations allows employees, at many levels, to learn

from the business community. Samples of organizations in which our employees are involved include:

Ambucs

Salina Chamber of Commerce Board and committees

Kansas Association of Technical Colleges

Kansas Board of Regents

Kansas Postsecondary Technical Education Authority

Kansas Council on Workforce Education

Salina Adult Education Center Advisory Council

Circles of the Heartland

Partners in Change

Kansas Department of Children and Families

Heartland Programs Post Secondary Education Committee/Panel

Kansas Department of Commerce Kansas

Delta Kappa Gamma

Red Cross volunteer

Automotive Service Excellence (ASE)

SkillsUSA

American Welding Society

American Institute of Graphic Artists

USD 305 Advisory Boards

## **Sources**

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- Articulation Agreements Updated
- Board Policy Manual

- Board Policy Manual (page number 7)
- Board Policy Manual (page number 21)
- FY13-FY15 Strategic Plan - FY15
- FY14 Application. SATC
- Salina Candidacy Comprehensive Report
- Salina Candidacy Comprehensive Report (page number 39)
- Salina Tech Area College PA 2013 Report

## 1.S - Criterion 1 - Summary

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

### Summary

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**The College takes pride in:**

1. The processes used to create the mission include input from many constituents.
2. Budget, planning, and enrollment priorities that support the mission.
3. Employees who understand and support the mission.
4. Mission documents, College actions, and enrollment reflect a commitment to diversity.
5. Working relationships with secondary schools, higher learning institutions, and other education sectors focus on providing essential service to its constituents.
6. Relationships with local high schools and the community.

**The College challenges itself to:**

1. Expand the strategic planning data analysis to collect external data on the economy, labor trends in Kansas and the region, global trends, or technology.
2. Expand the mission statement to include specific comments about general education transfer.
3. Use the mission to help identify potential donors to the Foundation.

### Sources

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*There are no sources.*