

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

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.

The candidacy team indicated former Core Component 3A and 4B were not met. The biennial team indicated these former core components crossed over into 3A, 3B, and 4B [on page 6](#) of the final biennial report. The biennial team commented [on page 9](#), that this core component was not met as a result of general education being underdeveloped.

No specific comment was directed to this core component; if 3B, 3D, and 4B are considered not met, it makes sense that this core component would not be met. Thus, actions that impact this core component are addressed elsewhere:

- [3.C.1](#): 2.75 full-time general education faculty were hired. One in math, one in English, and one in developmental education (who has .25 release time to finish her master's degree).
- [3.B.2](#): New general education learning outcomes were approved in FY14. A map and rubric was created to verify general education courses met the outcomes of the program.
- [4.B.2](#): The College improved assessment of general education. Being able to attend the HLC workshops in 2013 and 2014 helped, as did HLC annual meetings. The College uses a mapping and rubric strategy and has new plans for general education assessment.

- [3.D.2](#): The College added four developmental courses by 2015. The College hired a faculty member to focus building the program using National Association of Developmental Education philosophy.
- [3.B.1](#): The College changed the general education AAS requirement to require a writing course. The College was particularly grateful for the team's thoughtful review and recommendation.
- [3.D.2](#): The College added a developmental reading course.

Other steps taken to meet this core component are addressed in the subcomponents below.

State Curriculum Alignment

The College participates in a [statewide curriculum alignment](#) process coordinated by the Kansas Board of Regents (KBOR). This process creates curriculums that are relevant, current, and meet the needs of industry. Alignment includes state-wide input from advisory committees, instructors, and administrators. Curriculum alignment creates consistency in programs across the state by:

- Identifying multiple certificate exit options.
- Selecting nationally recognized third-party industry credentials exams for graduates.
- Identifying quality common courses, this can serve as a bridge for articulation opportunities with secondary partners.
- Decreasing the variability in program length.

Once a program's alignment is agreed upon, it is vetted by College administrators, submitted to the Technical Education Authority (TEA) for approval, and presented to KBOR for final approval (TEA oversees technical education for KBOR). The process is updated and reviewed every three to four years to make certain the curriculums are up to date.

Program Advisory Committees

Each program is required to have an [Advisory Committee](#) of businesses that the program supports and serves. The committees provide valuable oversight for the program curriculum, equipment, and future trends. Advisory committees are required to meet once a semester.

Levels of Performance

The College encourages high levels of student performance. The College Catalog includes the [academic dishonesty policy on page 9](#), expectations for [student conduct on page 10](#), [mandatory placement on page 20](#), [attendance policy on page 26](#), [student credit hour load on page 26](#) (lowered in the FY16 catalog), and [graduation requirements on page 29](#).

Faculty members are empowered to set attendance requirements, safety standards, testing and grading standards. Course requirements are clearly identified in [course syllabi](#). The faculty

evaluation process on page 8 of the [negotiated agreement](#) requires professional development so faculty members remain current in their fields.

In FY14, the College launched a National Technical Honor Society to encourage and recognize high achievement among full-time students. Also in FY14, the College initiated the “[Center of Excellence](#)” scholarship for secondary students who attend for free if they meet minimum criteria for attendance, GPA and professionalism.

The College instructional time meets Kansas Board of Regents and Carnegie model requirements for face-to-face delivery. For example, a one credit lecture class meets a minimum of 15 hours per semester. A one credit lecture/lab class meets a minimum of 22.5 hours per semester. A one credit lab class meets a minimum of 30 hours per semester. A one credit internship class meets a minimum of 45 hours per semester.

Additional evidence that the College’s “courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded:”

- The [College Catalog](#) lists degree and certificate requirements on pages 40-57.
- The [College Grading Scale policy](#) sets minimum standards for evaluating student performance.
- Each [course syllabus](#) includes a section called “evaluation procedures.”
- The [curriculum change policy](#) creates expectations that change is tied to current labor trends.
- [Departmental Handbooks](#) further address faculty expectations of performance, behavior, and attendance.

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

The College offers certificates and AAS degrees. It does not offer bachelors, masters or doctoral programs. Learning outcomes are articulated at the program and course level.

The candidacy team made several observations on former core component 3B being "not met" on page 31 - 34 of the candidacy report. Many of these comments apply to learning outcomes. For example:

1. Page 32 of the candidacy report:

The ladder-up from certificate to Associate of Applied Science degree is also described in the catalog section describing that program; however, there is no explicit differentiation between the certificate and the AAS program in the catalog section describing that program.

The College differentiated certificates and degrees in the academic requirements section of the [FY16 College Catalog](#). Program outcomes were added to each.

2. Page 32 of the candidacy report:

The competency profile has not explicitly been tied back to the program outcomes nor are the results of the NOTCI mapped to the competency profile or program outcomes.

After the candidacy award, the College faculty attended HLC annual meetings and an HLC assessment workshop. During this time, the decision was made to adopt the more traditional mapping, rubric, and assessment and action plan strategy (competency profiles were discontinued). The Kansas Board of Regents phased in mandated third party credential testing as part of state curriculum alignment, so the College is in a gradual phase out of NOCTI testing.

However, heeding advice from the candidacy team, the College made sure program outcomes were tied to these tests in the program maps. For example, [Auto Collision Repair](#) and [Construction Technology](#) maps connect program outcomes to the WorkKeys tests and third party certificate tests (ASE and NCCER).

3. Page 33 of the candidacy report:

Student learning commonalities across programs should be explored as well as establishing a system of general education outcomes assessment that overarches the associate of applied science degrees with respect to the general education outcomes.

The College established four core (institutional) outcomes for each program to assess. They include:

- 1) Demonstrate the ability to think critically.
- 2) Demonstrate proficiency in technical program learning outcomes.
- 3) Demonstrate effective written and verbal communication.
- 4) Develop positive work habits and interpersonal skills needed for employment.

The outcomes are embedded in College maps above.

In the spring of 2014, after a year of research, the College established general education learning outcomes for the AAS Degree; these are addressed in detail in 3.B.2. The general education learning outcomes were developed by a cross functional team of technical and general education faculty.

The Vice President of Instruction reviews program learning outcomes annually to validate that they are measureable, are professionally written, and align with the College's mission. Program

learning outcomes are discussed with students on the first day of each semester and posted on the website under the "Programs" menu.

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).

The College is a single campus institution. The vast majority of courses are face to face delivery. The College offers a very small number of online, hybrid, and dual credit courses (less than five annually). The College does not maintain any contractual or consortial arrangements.

Any change or addition to the curricula must be approved by the Academic Affairs Committee. Part of the Committee's charge is to ensure that standards are met, quality and learning outcomes are appropriate, included in the syllabus, and other factors pertinent to the curriculum. All programs are required to use the College's [syllabus template](#).

A [distance learning policy](#) was created to ensure consistency between classroom and online/hybrid instruction. The College created a [concurrent enrollment policy](#) to ensure consistent quality and learning outcomes for dual credit courses.

New Program Approval

New program development begins with a needs assessment in the region the College serves. If a need is identified through industry focus groups, the new program is developed with learning outcomes tailored to meet employment needs and skills. Members of the community form an advisory committee to oversee curriculum and program development.

The new program proposal is presented to the Academic Affairs Committee for approval and then to the Board of Trustees. The Board reviews, discusses, and approves the curriculum. As an example, the Environmental Technology AAS was approved at the [March 25, 2013](#) regular meeting of the Board of Trustees. As the College already offered a certificate in environmental technology, KBOR did not require the regional needs assessment.

The final stage is approval by the Technical Education Authority and Kansas Board of Regents.

Program Quality and Learning Goals

The candidacy team recommended a learning outcomes database for improved analysis of program outcomes:

"With this approach, commonalities and challenges can be better analyzed by faculty. Such a process also improves cross departmental communication, reducing assessment "silos."

From 2012 - 2014, the College invested time and effort in revamping learning outcomes and assessment. In 2014/2015 data was collected using new outcomes in general education. The creation of a database to improve analysis of learning outcomes will be completed in FY16.

Sources

- 3-25-13 BOT Agenda Summary
- CNTRFXCLLCN (no name or date)
- CON and WEL example 2014-2015 Fall
- Concurrent Enrollment Qualifications
- ENG 101 - English Composition 1 Fall 2014
- Example - DST Handbook
- FACULTY NEGOTIATED AGREEMENT FY15 - faculty signed
- FACULTY NEGOTIATED AGREEMENT FY15 - faculty signed (page number 9)
- FINAL 15-16 College Catalog
- FINAL 15-16 College Catalog (page number 39)
- Final Biennial Visit Team Report 12-20-13
- Final Biennial Visit Team Report 12-20-13 (page number 6)
- Final Biennial Visit Team Report 12-20-13 (page number 9)
- Final Biennial Visit Team Report 12-20-13 (page number 15)
- Final Biennial Visit Team Report 12-20-13 (page number 16)
- Instruction - Concurrent Enrollment
- Instruction - Curriculum Changes
- Instruction - Distance Learning Credits
- Instruction - Grading Scale
- Map Examples 2014-2015 - ACR
- Map Examples 2014-2015 - CON
- MED Assessment and Action Plan 2014-2015
- MTT Assessment and Action Plan 2013-2014
- SATC 14-15 College Catalog - FINAL
- SATC 14-15 College Catalog - FINAL (page number 9)
- SATC 14-15 College Catalog - FINAL (page number 10)
- SATC 14-15 College Catalog - FINAL (page number 20)
- SATC 14-15 College Catalog - FINAL (page number 26)
- SATC 14-15 College Catalog - FINAL (page number 29)
- SATC 14-15 College Catalog - FINAL (page number 40)
- State Curriculum Alignment - 2 examples
- Syllabus Template

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

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.

The candidacy team indicated former Core Components 3A and 4B were NOT met. The team made the following recommendations in the candidacy report:

- Page 39: Hire full-time general education faculty (3.C.1)
- Page 39: Improve general education learning outcomes (3.B.2)
- Pages 39 & 43: Improve assessment of general education (4.B.2)
- Page 39: Create more articulation agreements (1.D.1)
- Page 43: Improve developmental education (3.D.2)

The biennial visiting team made two additional recommendations:

- Pages [8](#) & [16](#): **change the general education AAS requirements - require writing (3.B.1).**
- Page 19: Add a developmental reading course (3.D.2).

This subcomponent addresses the information in bold.

Per the biennial team's recommendation, the College modified its AAS Degree offerings in FY15 to require the AAS students to take a COM writing course and a verbal COM course as a component of the AAS degree.

Consistent with many other two-year colleges in Kansas, the College requires a minimum of 60 credits to graduate with an AAS degree, including a minimum of 15 general education credits and a minimum of 30 technical education credits. Students must have an accumulative GPA of 2.0 to graduate and a C or better in general education courses. The Academic Affairs committee approved the requirement of a writing course at the [August 19, 2014 meeting](#). The AAS Degree requirements are listed on page 39 of the FY15 [College Catalog](#):

Written and Verbal Communication (6 total credit hours): One course from Written Communication and one course from Verbal Communication.

Written Communication

ENG 100 Technical Writing

ENG 101 Composition I

ENG 102 Composition II

Verbal Communication

COM 102 Interpersonal Communication

COM 105 Public Speaking

Mathematics, Science and Computer Science (6 total credit hours): One course from Mathematics and one course from Science or Computer Science.

Mathematics

MAT 101 Technical Math

MA105 Intermediate Algebra

MAT 150 College Algebra

Science and Computer Science

CSA 105 Intro to Computer Apps./Concepts

CSA 110 Intro to Computer Programming

BIO 105 General Biology

Social Sciences/Humanities and Fine Arts (3 credit hours): One course from **either** of the two categories.

Social Sciences

PSY 101 General Psychology

POL 105 American Government

Humanities and Fine Arts

HUM 101 Ethics in the Workplace

MUS 100 Music Appreciation

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.

The candidacy team indicated former Core Components 3A and 4B were NOT met. The team made the following recommendations in the [candidacy report](#):

- Page 39: hire full-time general education faculty (3.C.1)
- Page 39: **Improve general education learning outcomes (3.B.2)**
- Pages 39 & 43: Improve assessment of general education (4.B.2)
- Page 39: Create more articulation agreements (1.D.1)
- Page 43: Improve developmental education (3.D.2)

The biennial visiting team made two additional recommendations:

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- Page 19: Add a developmental reading course (3.D.2).

This subcomponent addresses the information in bold.

During FY14, a committee of technical and general education faculty researched general education outcomes and philosophy statements at multiple technical colleges. In the spring of 2014, after considerable discussion and analysis, the Academic Affairs Committee adopted new general education learning outcomes on [March 14, 2014](#):

Students who graduate from Salina Tech with an AAS degree will be able to:

1. Compose coherent written communication.
2. Deliver coherent oral communication.
3. Show proficiency in locating, analyzing, documenting, and ethically using information sources.
4. Perform and interpret calculations.
5. Develop logical problem solving skills and/or critical thinking skills.
6. Identify appropriate strategies for gathering, analyzing, and displaying data to draw conclusions from scientific data.
7. Collaborate effectively, cultivating a respect for human diversity.
8. Demonstrate technology literacy appropriate to area of study.

The committee adopted a [general education philosophy](#) statement in FY14. Both the learning outcomes and philosophy statement are in the [College Catalog](#) on pages 38-39; general education course descriptions are on pages 77-79. The learning outcomes are listed in the general education course syllabus, example [ENG 101](#).

Each program maps learning outcomes to ensure they are appropriately distributed throughout the curriculum, making assessment relevant. All maps are on the College's website under Faculty/Staff, Assessment of Learning and discussed in detail in 4.B.

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.

To earn an AAS Degree, students are required to take general education courses that include one or more of the program learning outcomes. The College requires students show some proficiency and mastery in the coursework by requiring a C or better to count toward the degree.

Program learning outcomes embrace intellectual inquiry. They are developed through an inclusive process that includes advisory committees, administration, and academic affairs oversight. In many instances the oversight includes state curriculum of alignment. The outcomes are included in course [syllabus](#), [program maps](#), and [assessment plans](#). The learning outcomes are assessed to evaluate if students are mastering skills. [WorkKeys](#) scores are tracked to see if students are learning the communication and critical thinking skills necessary for their occupations. Graduate and job placement provides feedback in skill mastery.

Instructors challenge students to grow and learn through assignments, projects, research, reports, presentations, and hands-on practice in labs. Students apply classroom and laboratory/shop experiences to off-campus internships and in clinical settings. By the second day of class, students are practicing hands-on activities and projects that require the development of key skills.

Co-curricular learning opportunities engage students in collecting, analyzing, and communicating information. Students participate in Skills USA, service learning projects, and student government association. These valuable experiences provide unique access to knowledge and the ability to apply that knowledge in different settings. In many programs, technical skill proficiency, developed in the classroom, is applied in the laboratory/shop through live work projects with customers.

The College provides students with a variety of library services on campus as well as a partnership with [Kansas State University-Salina library](#). Libraries are used by students to complete assignments and research classroom projects. In addition, the online Catalog of Resources offered through the state of Kansas is available to students. Computers are available in each technical program and in two computer labs to meet student research needs. Most programs utilize and train students on industry specific software to enhance relevancy. Peer reviewed textbooks include software that provides a wide variety of resource materials for students to use for training, review, and testing.

Approximately 10% of College students transfer. To evaluate the success of these students, the College uses Kansas Board of Regents [student success data](#). It evaluates student graduation and

retention rates at the home institution and transfer institution. Salina Area Technical College students had an 80% student success rate, first of twenty six two year colleges in Kansas.

4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.

The College is committed to embracing diversity. Diversity is included in the College's mission and values, and included in the [FY13-FY15 Strategic Plan](#). The College has an [Equal Employment Opportunity and Non-Discrimination](#) policy which is published on all printed materials. The College adopted a [diversity statement](#) in 2009, and updated it in 2011.

The general education program emphasizes “cultivating a respect for human diversity”. Syllabi within this program include and continue to develop assignments specifically designed to incorporate awareness of diversity. For example:

- In Technical Writing, class time is devoted to an appreciation for diversity in the workplace. Students are involved in exercises and case studies that explore biased language, cross-cultural work place communication, and an appreciation for the many forms of diversity including but not limited to sexual orientation, gender, religion, age, and race. Aspects of the course discuss diversity from both the legal and the ethical standpoint.
- In Composition courses students read and respond to writing from diverse perspectives. In the course of examining different genres of writing and thinking critically, students explore texts related to multiple points of view. Disciplined summaries require the students to understand these multiple perspectives and by responding students must engage with these multiple perspectives.
- There is a brief critical thinking unit in Basic Writing, which includes attempts to understand—or at the very least—recognize the perspectives of others. Through video clips, readings, reflective writing, and meaningful classroom dialogue, students explore diverse perspectives not only from outside sources, but from within their own classroom. Diversity of race, gender, socioeconomic class and various identities are investigated.

Through Perkins, the College recruits males into traditionally female-populated programs such as Health Occupations and Business Administrative Technology. Females are recruited into traditionally male-populated programs, such as construction, transportation, or manufacturing fields. The activities that the College takes to increase non-traditional enrollment include:

1. Promoting the Kansas Board of Regents non-traditional scholarship program, Breaking Traditions. The College has several recipients of this scholarship.
2. Hosting summer camps for 9th and 10th grade girls to explore Welding Technology, Automotive Technology, and Machine Tool Technology and boys to learn about Health Occupations, Dental Assistant and Business Administrative Technology.

3. Advertising strategies highlight females in Automotive Technology, Computer Aided Drafting, Diesel Technology, and Welding Technology and males in Dental Assistant, Health Occupations and Business Administrative Technology.

The College has improved attracting students who are part of an at-risk population. In 2009, the College started a \$250 scholarship program for any graduate of the Salina Adult Education Center (SAEC). This scholarship helps GED recipients matriculate to the College within a year after they receive a GED at the SAEC. The President's scholarship pays for students taking the outreach class.

Outreach Program

The Outreach curriculum, introduced in 1.C., was modeled after Ruby Paine and Circles of the Heartland principles. The students study social class communication, the psychology of decision-making, and financial literacy & consumer credit counseling. These topics are viewed through the lens of social class norms. Students receive counseling services during and after completion of the course. The goal is to help participants start the path to economic recovery.

Most Outreach participants face multiple poverty challenges. The program has engaged community partners who work together to provide assistance to these clients.

The program tracks and compiles a variety of [Outreach participant data](#).

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.

The College supports faculty to keep current and contribute to scholarship that impacts instruction. For example:

- In FY14, two general education instructors presented papers at national conferences.
- The general education faculty members participate regularly as part of the Kansas Board of Regents effort to formalize and standardize learning outcomes for transferable courses.
- General education faculty members are encouraged to be active participants in professional organizations related to their field of interest and to submit papers for presentation at conferences.
- Technical faculty work in consultation with their industry review boards and attend at least one continuing education event related to their field each academic year.
- The College's Outreach Coordinator was asked to speak at the 2014 national Circles of the Heartland conference.
- During the summer, faculty members participate in paid internships at local businesses to keep their technical knowledge and skills current.
- Faculty members are active in professional development activities that enhance and expand their understanding of issues common to higher education.

Faculty create an environment that promotes student learning and scholarship, for example:

- Students have access to computers and the Internet to use for homework and research.
- Most programs utilize and train students on industry specific software to make learning relevant.
- Many of the textbooks come with software that provides a wide variety of resource materials for students to use for training, review, and testing.
- Each technical program maintains its own departmental library of resource materials for use by students. The library includes industry specific periodicals, training manuals, DVDs, software, and resource books.
- To broaden access and research capabilities, each student may also use the library services provided at the Kansas State University-Salina campus.
- Students frequently use manuals to research industry standards and apply them to classroom projects. Through these projects, students apply what they learn in the didactic portion of the class or apply what they have learned via research.
- A variety of general education courses create an opportunity for students to discover knowledge.
- Commercial and Advertising Art students are asked to develop logos and promotional materials for community entities.
- CAD students are asked to draft models for different business related projects.
- Dental Assistant students provide dental education for grade school children.
- Faculty and students participate in Skills USA and attend nationals together.

Sources

- 03 14 2014 Academic Affairs Minutes
- 8 19 14 Minutes
- All 3 Maps from 2-6-2015
- All 3 Rubrics Files from 2-6-15
- Diversity Commitment
- ENG 101 - English Composition 1 Fall 2014
- Final Biennial Visit Team Report 12-20-13
- Final Biennial Visit Team Report 12-20-13 (page number 8)
- Final Biennial Visit Team Report 12-20-13 (page number 16)
- FY13-FY15 Strategic Plan
- General Education Philosophy Statement
- Human Resources - Equal Opportunity Employment and Discrimination
- KBOR Student Success Rates
- K-State Library Agreement
- MED 110 - Human Body in Health and Disease
- MED Assessment and Action Plan 2014-2015
- Outreach participate data - 2014-15 HOME@SATC Quarter 1
- Salina Candidacy Comprehensive Report

- Salina Candidacy Comprehensive Report (page number 39)
- SATC 14-15 College Catalog - FINAL
- SATC 14-15 College Catalog - FINAL (page number 38)
- SATC 14-15 College Catalog - FINAL (page number 39)
- WorkKeys FY09-FY15

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

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.

The candidacy team indicated former Core Components 3A and 4B were NOT met. The team made the following recommendations in the [candidacy report](#):

- Page 39: **Hire full-time general education faculty (3.C.1)**
- Page 39: Improve general education learning outcomes (3.B.2)
- Pages 39 & 43: Improve assessment of general education (4.B.2)
- Page 39: Create more articulation agreements (1.D.1)
- Page 43: Improve developmental education (3.D.2)

The biennial visiting team made two additional recommendations:

- Pages 8 & 16: change the general education AAS requirements (3.B.1).
- Page 19: Add a developmental reading course (3.D.2).

This subcomponent addresses the information in bold.

General Education Faculty

In FY14, the College hired 1 full time math instructor and one .5 English instructor. In FY15, the English position became full-time and the College hired a .75 developmental education instructor. As a result of these hires, general education scheduling has improved, giving students many more options. In FY14 and FY15, [general education enrollment](#) increased dramatically.

As general education enrollment increased, so have [AAS Degree awards](#). From FY10 to FY13, the number of AAS degrees awarded were fairly consistent, from 19 – 23. After Salina Tech was awarded candidacy in FY13 and hired full-time general education instructors, the number of AAS graduates increased 18% in FY14 to 27 graduates. In FY15, AAS awards grew 37% more to 37 graduates. As the College replaced three certificates with AAS Degrees in FY15, over 50 students are expected to earn their AAS Degree in FY16.

In 2013, the College received an HLC [Non Financial Indicator Report](#) intended to increase the number of degrees awarded. The College did not receive an NFI report in 2014 or 2015.

The remainder of this section includes additional information to satisfy this subcomponent.

The College employs 55 faculty to provide instruction to 917 students. Twenty eight are full-time and 25 are adjunct. In comparison, in 2011, the College employed 47 faculty members of which 20 were full-time and 27 adjunct.

Expectations of student performance are set by faculty. They develop courses and seek approval through Academic Affairs. Faculty members create the grading scale, assignments and tests, evaluate student performance and assign grades. Faculty members create expectations for student behavior and attendance. In the fall of FY15, the student to faculty ratio was approximately 16 to 1.

Faculty members provide leadership for Assessment of Student Learning. In coordination with the Assessment Committee chair, faculty members create the [assessment plan](#) and [outcome maps](#). Using the Assessment plan, faculty members determine measures, create [rubrics](#) to evaluate outcomes, collect and analyze results, and create a plan of action.

Faculty members helped establish teaching credentials in 2009 when the institution became independent. The credential requirements were part of the [negotiated agreement](#) on page 5. Faculty had the opportunity to vet [tuition reimbursement](#) and [teaching credential](#) policies adopted by the College's Board of Trustees in [September, 2012](#). Faculty members participate in multiple committees and provide leadership College wide.

Curricular oversight is the responsibility of faculty, advisory committees, and the Academic Affairs Committee. The Academic Affairs Committee approves curriculum for the College. Membership of the Academic Affairs Committee includes the Vice President of Instruction (ex-officio), Registrar (ex-officio), Allied Health Coordinator, a representative from student

government, and five or more faculty members. The Chair or Vice President of Instruction may request additional individuals to participate in the Committee as deemed necessary. The Committee meets every semester with additional meetings as warranted. Instructors or administration make program recommendations to the Committee.

2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.

On July 3, 2012, the [candidacy approval letter](#) said:

" . . . in granting candidacy to the College, the Board emphasized the importance of the College completing its plans during the candidacy period to raise significantly the academic credentials of the faculty."

As a result, the [biennial team report, page 12](#), indicated 3C was not met and on page 13, 5A is not met for the same reasons.

Note: after receipt of the candidacy letter and biennial visit, the language in this sub component changed from "credentialed" to "qualified."

This section identifies actions the College took to improve credentials.

Notification was received in July 2012; by then faculty had been hired for FY13, the year data was collected for the biennial visit. The College used FY13 to create educational plans, policies designed to improve credentials, and create strategy to improve credentials. As a result, while some progress was made in FY13, much more was made from FY14 - present. The College took the following actions in 2012/2013:

1. Policies were developed to improve credentials within three months of being notified. The College Board of Trustees passed a [tuition reimbursement policy](#) and a [teaching credentials](#) policy in [September of 2012](#).

The College's teaching credentials policy requires technical faculty to have at least one degree above the level they are teaching. Technical faculty members teaching in a program that leads to an AAS Degree must have a bachelor's degree or be on an educational plan to earn one. A select few with AAS Degrees, 10 years teaching experience, and industry credentials in their instructional area, are not pursuing a bachelors. The College tuition reimbursement policy encouraged all faculty to advance their current degree; two tenured faculty with bachelors have earned a master's degree. One more will complete the master's degree in May 2016.

2. All technical faculty working at the College must have a minimum of an AAS Degree by the end of FY15. In FY13, six had a certificate or less; as of today, all faculty have at least an AAS.

3. The College planned to hire more full-time general education instructors.
4. To fill vacancies, the College emphasized hiring technical faculty with bachelor's or higher (if suitable candidates were available). In FY15, the new welding, truck driving, and electrical instructors have bachelors. The new Diesel Technology instructor has an AAS.
5. Credential requirements needed to be clarified for the initial accreditation team.

In the candidacy self study, the College did not differentiate between faculty teaching in AAS degrees and those teaching courses that lead to a certificate of completion. The majority of faculty with AAS degrees teach courses that lead to a certificate of completion.

6. Start [educational planning](#). Most technical faculty with an AAS must have an educational plan to earn a bachelor's; only three do not. Three faculty members have educational plans to earn a Master's degree. Sixteen faculty members have or had educational plans.

As a result, [faculty credentials](#) improved significantly since FY11 and are consistent with other HLC accredited technical colleges.

General education faculty must have a master's degree and 18 graduate credits in their field of study to teach 100+ level courses that are commonly transferred into a baccalaureate program. The College follows the Kansas Board of Regents [concurrent enrollment](#) qualifications for dual credit credentials, which closely mirror's HLC guidelines on qualified faculty.

New faculty members are required to complete a 12-hour "new instructor" course offered through Pittsburg State University (Kansas) or Hutchinson Community College. The College pays for this course, which prepares faculty for classroom teaching. New instructors are assigned a faculty mentor and also receive mentoring from the Vice President of Instruction. New instructors have three extra days of preparation time included in their contract, and faculty hired to teach a new program begin a month early to develop curriculum and prepare the program for startup.

The biennial team made this additional comment regarding faculty credentials at the bottom of page four of [the biennial report](#):

"SATC has also attempted to address this issue in part by issuing certificates (and, in at least three cases, associate of applied science degrees) to its own faculty in recognition of the knowledge demonstrated in teaching technical program classes at SATC. In the Team's judgment, however, this is not a satisfactory approach to addressing this concern. The institution will need to make a serious commitment to addressing this issue before the Initial Accreditation Visit in 2015."

On May 6, 2011, five faculty members were erroneously awarded duplicate certificates. The college uncovered the error, removed the certificates from personal files, and remains committed to preventing a recurrence of this error. The College does not award credit for prior learning.

Additionally, on May 6, 2011, three faculty members were awarded AAS Degrees based on 21 general education credits transferred in from Pittsburg State University (PSU). Upon investigation, these general education courses did not fit the College general education categories. The College immediately contacted their liaison with actions they intended to take, which were twofold:

1. As the College was seeking initial accreditation, the two faculty members who continue to teach at the College were required to retake general education courses to earn an AAS Degree that HLC would recognize.
2. The President asked that all AAS Degree awards given since 2011 be audited. No other reoccurrences similar to this was noted.

Other action taken: In 2011, the College did not have a dedicated human resource position. In 2013, the College added a Human Resource Specialist who carefully oversees faculty credentials. The HR specialist has prepared a three ring binder for the initial accreditation team that clearly identifies faculty credentials. In 2013, the College hired a new registrar with HLC experience.

3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.

The faculty evaluation process was developed jointly between administration and faculty and is included in the [Faculty Negotiated Agreement](#) on page 8. New faculty members are formally evaluated twice each year for three years using a [standard form](#). Tenured faculty members are formally evaluated once every two years. At the beginning of each academic year, all faculty members prepare an [annual Faculty Plan](#) to set program goals.

The evaluation process includes peer-to-peer evaluation whereby instructors are evaluated by the Vice President of Instruction and another faculty member. This component of the formal classroom evaluation process has become a significant learning experience for faculty. Faculty members learn pedagogical strategies from each other and can apply that knowledge to their own instructional strategies.

All faculty members are regularly evaluated by students using the [Student Evaluation of Instruction](#) form. Results are summarized and provided to the instructor so that he or she can compare his/her student evaluation with the College average.

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.

Instructors have ample opportunities to participate in professional development activities. In the Faculty Negotiated Agreement, professional development is required as part of their evaluation process. The College uses Carl D. Perkins funds and the general fund budget to support professional development activities. In FY14, \$40,144 was spent on professional development (Carl D. Perkins – \$33,490, General Fund – \$6,654).

Usually, in-service training focuses on skills that improve teaching and learning. Topics have included technology, assessment, advising, diversity, pedagogy, classroom management, and learning management systems.

Instructors have access to the State of Texas Academic Resources Link (Starlink) professional development website, which specializes in training instructors. The Starlink network provides over 150 hours of professional development programming annually to 220 member colleges and universities in 24 states and Canada. The following table is a sample of workshops, conferences, training, and in-service activities that the College’s instructors have attended.

Instructor Professional Development Activities			
	Comfort Training	NACE Conference	
	DANB Certification	SEMA	
	Goodland I pad visit	Vision Trade Show/Conference	
	Google Sits/ Dr. Moody FHSU	Mobile Air Conditioning Society (MACS)	
	Intro Google Apps/ Dr Moody FHSU	Vision Trade Show/Conference	
	Intro Google Apps/ Dr Moody FHSU	NAPP Seminar	
	Introduction to Canvas	AIGA Meeting/Seminar	
	IPAD for instruction / Dan Senstock Apple	Kelly Training Subscription	
	Lennox Training	AIGA Meeting /Seminar	
	PSU Course Assessment	Solid Works	
	PSU Course Classroom Management	Rivit Architecture	
	Southwest Dental Conference	Hutchinson CC program visit	
	KWCE Workshop	Feature Cam Training	
	Automation Fair	National RMA	
	OSHA instructor recertification	Medical Coding Training	
	Two Week Internship –Welding	Kansas City Builders Assn. Convention	

Chief Measuring and Analysis and Repair training	General Contractors License School	
Automatic Transmission Service Group (ATSG)	NCCR Recertification	

Instructors actively participate in multiple professional organizations relevant to the disciplines they teach, including American Dental Assistants Association, Dental Assistant National Board Inc, National Institute for Automotive Service Excellence, Skills USA, American Welding Society, National Automotive Technicians Education Foundation, Delta Kappa Gamma, American Institute of Graphic Artists, National Association of Photoshop Professionals, Kansas Women in Higher Education, and Inter-Industry Conference on Auto Collision Repair.

5. Instructors are accessible for student inquiry.

Technical faculty members have contact with students 24 to 32 hours a week in the classroom and labs. General education faculty members teach up to 15 credit hours per semester and schedule a minimum of five office hours weekly. Full-time faculty members are required to work 40 hours a week and are very accessible to students. General education faculty offer tutoring services through the Learning Resources Lab.

Instructor accessibility was validated by a [Noel-Levitz Student Survey](#) in the spring of 2013. The survey included two questions that evaluated instructor accessibility. Question 25, “faculty provide timely feedback.” The College’s student satisfaction was 6.04 on a 7.0 scale; the national average was 5.46. Question 34, “Faculty are usually available to students outside of class (during office hours, by phone, or by e-mail).” The College’s student satisfaction was 6.01, the national average was 5.82.

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

Staff members providing support services are well trained, qualified, and experienced. The academic advisor has a master’s degree, the Director of Institutional Research/Registrar has a master’s degree, the Outreach Specialist (counselor) has a master’s degree, the Learning Resources Specialist has a bachelor’s degree, the Director of Recruitment has an AAS, and the Financial Aid Specialist has an AAS degree. The Vice President of Student Services will earn a bachelor’s in May 2016. Each of these employees has significant experience in their respective areas. Student Services, learning resources, and the business office have had zero turnover since the summer of 2013.

Non-faculty have access to many [professional development](#) opportunities. Financial aid, institutional research, administration, learning resources, accounts payable, and human resources employees have attended national and statewide workshops and conferences. The College

provides annual training on harassment and blood borne pathogens for employees. In 2013, the College ran a special workshop to help prepare other colleges for federal financial aid program reviews.

Sources

- 2013 Noel Levitz Student Survey
- 9-24-12 BOT Agenda Summary
- All 3 Maps from 2-6-2015
- All 3 Rubrics Files from 2-6-15
- Both Fall 14 Student Evaluations PDF Files
- Callis Annual Faculty Work Plan Goal
- Certificates and Degrees Awarded
- Concurrent Enrollment Qualifications
- ELT - Program Assessment and Action Plan 1st Year Justin - 2014-2015
- Faculty Classroom Observation Form
- Faculty Credentials at Other HLC Colleges FY11
- Faculty Credentials FY15
- Faculty Credentials FY15 (page number 4)
- Faculty Educational Plans
- FACULTY NEGOTIATED AGREEMENT FY15 - faculty signed
- FACULTY NEGOTIATED AGREEMENT FY15 - faculty signed (page number 6)
- FACULTY NEGOTIATED AGREEMENT FY15 - faculty signed (page number 9)
- Final Biennial Visit Team Report 12-20-13
- Final Biennial Visit Team Report 12-20-13 (page number 4)
- Final Biennial Visit Team Report 12-20-13 (page number 12)
- General Education Enrollment
- HLC Final Candidacy Letter 7-2012
- Human Resources - Tuition Assistance - Faculty
- Instruction - Teaching Credentials
- Non-Faculty Professional Dev & Training
- Salina Area Technical College NFI
- Salina Candidacy Comprehensive Report
- Salina Candidacy Comprehensive Report (page number 39)

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

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

The candidacy team made the following recommendation on page 27 of the final [candidacy report](#) (this former core component was met):

“In a meeting with the Vice President for Student Services, it became apparent that there may be a need for additional help in the student service office, with some duties reassigned. Currently, the vice president position is responsible for not only oversight of admissions, financial aid, advising, and registration, but is also meeting with students for academic advising and personal counseling. In addition, the position is also responsible for marketing and public relations, to include website content. Given the challenge, articulated by the Board of Trustees, of not being “the best kept secret” **the team recommends that the staffing in student services be reviewed.**

The College addressed this recommendation in paragraph two below.

Student Services provides student and learning support at the College, including admissions and registration, academic advising, financial aid, accessibility services, enrollment management, student information system oversight, marketing/advertising publications, student activities, and recruiting. A total of seven full-time employees perform these services with occasional

assistance from part-time staff. Two instructional employees embedded in this office providing similar support for allied health and continuing education courses.

As of 2012, the vice president of student services no longer provides advising, counseling, marketing, or website services. The College has hired an advisor and Outreach Coordinator (who provides counseling services); website and marketing duties were reassigned.

Learning Resources provides assessment testing, tutoring, computer lab, testing services, and library services. Learning resources offers career assistance and workshops on preparing resumes, polishing interview skills, and performing employment searches. A total of 1.6 FTE provide these services.

The [Noel Levitz Student Survey](#) rated student satisfaction of student support services higher than the national average on all questions except library services. In FY14 a committee of faculty and the Learning Resources Specialist studied the library relationship with KSU-Salina extensively to determine if the College should build a library. The recommendation of the committee was to continue the relationship and add several periodicals and search engines to the College's library. The [Faculty and Staff Survey](#), question ten, rated student satisfaction of learning resources and student services very high.

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.

The candidacy team indicated former Core Components 3A and 4B were NOT met. The team made the following recommendations in the final [candidacy report](#):

- Page 39: Hire full-time general education faculty (3.C.1)
- Page 39: Improve general education learning outcomes (3.B.2)
- Pages 39 & 43: Improve assessment of general education (4.B.2)
- Page 39: Create more articulation agreements (1.D.1)
- Page 43: **Improve developmental education (3.D.2)**

The biennial visiting team made two additional recommendations:

- Pages 8 & 16: change the general education AAS requirements (3.B.1).
- Page [19](#): **Add a developmental reading course (3.D.2).**

This subcomponent addresses the information in bold.

The College researched developmental education course offerings throughout FY13. In addition to Intermediate Algebra, the College added three classes in FY14 and one in FY15:

MAT 090: Basic Math, 3 credits

MAT 095: Beginning Algebra, 3 credits

ENG 090: Basic Writing, 3 credits

REA 090 Reading Comprehension, 3 credits (FY15)

The College hired a .75 developmental education instructor in FY15 to build the program using National Association for Developmental Education philosophy. These courses do not count toward degree completion and are not transferable, but are necessary either as refresher courses or introductory, especially for students who did not pursue a college-bound track in high school.

The developmental education curriculum now includes courses in math, reading and English. Course descriptions are on pages 77-79 of the FY15 [College Catalog](#). The College has a [mandatory placement policy](#) used to place students in the appropriate course.

Entering students are assessed for [placement](#) into math, Reading, and English. The College is trying to improve the effectiveness of COMPASS placement in English by including an evaluation of English performance in high school and a diagnostic essay evaluated by the English faculty in the placement process. The College general education faculty is participating in state-wide discussion on how to move students through developmental education more efficiently. For example, expand the credit load of select courses to include a review section from the previous remedial course.

Learning Resources provide tutoring services for technical and general education classes. Students are tutored one-on-one or in a group setting. General education faculty are often available for tutoring. A variety of online websites are used to support student learning. Paid student classroom tutors have been utilized, as they have received highly favorable feedback from the students being tutored. Learning resources provides ESL tutoring as needed.

3. The institution provides academic advising suited to its programs and the needs of its students.

The candidacy team made the following recommendation on page 27 of the final [candidacy report](#) (this former core component was met):

“In addition, as the College adds more general education courses and more students, **there may be a need to consider the addition of a full-time academic advisor** to assist new students who may be interested in the transferability of credits from SATC to an articulating partner. This position may also be able to assist in reaching out to the four-year institutions as an initial step in forming articulation agreements.”

The College addressed this in the first paragraph below.

The College added an academic advising position in the spring of 2012. The College also added an Outreach Coordinator in the fall of 2012 to provide counseling, academic advising, and other services to the economically and educationally underserved. Both positions have master's degrees; the Outreach Coordinator master's degree is in Psychology.

Advising and counseling services are available for students. Academic advising at the College is a collaborative process in which students and the Advisor work together to plan academic, personal, and career goals. The Advisor meets with students throughout initial enrollment and guides those interested in seeking an AAS degree or transferring to a four-year college. The Advisor provides referrals to community resources for students who need professional counseling or unique services. The Advisor works with a number of low income and first generation students to help them overcome challenges that could prevent them from being successful.

The advising office coordinates an early alert process with faculty to provide assistance to students struggling the first few weeks of the semester. Instructors notify the Advisor of students who show early warning signs of poor performance. The Advisor contacts each student and works with him/her to identify what he/she needs to be successful (tutoring, counseling, time management, career exploration, etc.)

The Outreach Coordinator provides counseling and advising services to its program participants.

The [Noel Levitz Student Survey](#) inventory rated Advising above the national average on questions 14, 16, and 22.

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).

The College has excellent and spacious facilities built specifically for the technical programs it provides. The technical labs are modern and provide students with excellent hands-on learning experiences. Videos and pictures of lab spaces are located on the College's website.

The largest lab is in the Diesel Technology program with approximately 19,000 square feet. The smallest laboratory/shop is in the Electronic Engineering Technology program with approximately 3,600 square feet. Several programs have considerable laboratory/shop space including Auto Collision Repair, Automotive Technology, Heating Ventilation and Air Conditioning, Machine Tool Technology, Construction Technology, Electrical Technology, and Welding Technology.

The labs are equipped with state of the art equipment and technology. For example:

- Dental Assistant students use six state-of-the art operatory stations, two fully-equipped x-ray rooms, and new radiologic dental equipment.
- Heating Ventilation and Air Conditioning has a variety of new and old furnaces, air conditioners, heat pumps, reach-in and walk-in coolers, ice machines, and sheet-metal equipment. In FY15 a geo thermal system was installed as part of the curriculum.
- Auto Collision Repair students use MIG welders, hydraulic lifts, hydraulic frame straightening equipment, computerized frame measuring systems, heated digital spray booths, infrared paint curing lamps, computerized paint formula retrieval, as well as electric and air tools. In FY15 a virtual paint sprayer was purchased for the curriculum.
- Students enrolled in the Medical Assistant program learn procedures in the simulation lab. Medical equipment supports their practice of skills, including phlebotomy, injections, lab testing, vital signs, positioning examination tables, catheterization, ECGs, and Doppler studies.
- Business Administrative Technology students use Thin Clients and the Citrix system. Students have access to their files and software off campus 24 hours a day.
- Diesel Technology students have access to electronic engines and mechanical fuel systems of major diesel companies that are currently in production. These include Detroit Diesel, Cummins, Volvo, Caterpillar, Case IH, Iveco, John Deere, Perkins, Mercedes Benz, Duets, and International.
- The Welding program underwent a \$1,000,000 remodel expansion in the summer of 2013, with the newest equipment and technology added. This included a virtual Welder for students to practice on.
- Machine Tool Technology offers students hands-on learning in a shop that features equipment used in a variety of industry workplaces. Equipment includes CNC midland lathe, manual/CNC machines (one mill and two lathes) and strictly manual mills and lathes.
- Most programs have physical libraries within the program that support student learning.
- The new Truck Driving program, started in FY15, includes a \$200,000 truck driving simulator.

Clinical Settings

Students enrolled in health care programs are required to participate in clinicals, which allow them to gain real-life experience in a work setting. Students in the Dental Assistant program participate in over 300 hours of clinical experience at a variety of dental offices. To participate, students must document that they have had the Hepatitis B vaccination series, received CPR and HIPPA training, maintained a 90 percent attendance record, and have achieved a “C” average or better. In a variety of dental practice settings (both general and specialty), the student demonstrates the principles of chair side assisting, dental laboratory procedures, and business office procedures.

Medical Assistant students practice skills developed in the classroom in clinical settings. Students in all clinical settings are expected to adapt to the rules and routines of the individual medical office. Evaluations are based on the student’s preparation for duties, active participation, attendance, and professionalism.

5. The institution provides to students guidance in the effective use of research and information resources.

The student's ability to apply research and critical thinking skills is enhanced through a variety of library services on campus as well as the College's library service partnership with Kansas State University, Salina. The State of Kansas' online research library is also available to students. These libraries are used by students to complete assignments and research classroom projects. Computers are available in each technical program and in the computer lab.

The College has [Internet](#) and [copyright](#) policies to promote ethical research. Plagiarism is addressed in the College Catalog on page 9. An "Ethical Use of Information" statement was added to the [syllabus template](#) in the fall of 2014:

Salina Area Technical College (SATC) expects all students to maintain high standards of honor in personal and academic conduct. Any deviation from this expectation may result in a minimum of a failing grade for the assignment and potentially a failing grade for the course. All academic dishonesty concerns will be reported to SATC's Student Services office. Academic dishonesty includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, and the abuse of resource materials. When in doubt on collaboration, citation, or any issue, please contact me or see the College Catalog for more information.

In the spring of 2014, College Faculty participated in professional development to provide improved guidance to students in effective use of research.

Every student enrolled in the AAS degree program must pass a college writing class which includes research as a component. Students are introduced to research and citation using Modern Language Association format. The students are required in multiple assignments to generate topics, research information, cite information properly in-text and provide a complete Works Cited page.

Sources

- 2013 Noel Levitz Student Survey
- Ethics - Copyright
- Faculty and Staff Survey FY10-FY15
- Final Biennial Visit Team Report 12-20-13
- Final Biennial Visit Team Report 12-20-13 (page number 19)
- Information Technology - Internet Use
- Instruction - Mandatory Assessment and Placement
- Learning Resources Comparison 2010 - 2015
- Placement Scores FY15
- Salina Candidacy Comprehensive Report

- Salina Candidacy Comprehensive Report (page number 27)
- Salina Candidacy Comprehensive Report (page number 43)
- SATC 14-15 College Catalog - FINAL
- SATC 14-15 College Catalog - FINAL (page number 77)
- Syllabus Template

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

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.

The College provides a breadth of learning through multiple co-curricular opportunities. Students participate in Skills USA, service learning projects, internships, and clinical experiences. These valuable experiences provide unique access to knowledge and the ability to apply that knowledge in different settings.

By participating in co-curricular learning, students develop key lifelong skills in critical thinking, problem solving, and communication. Co-curricular opportunities include:

Dental Students participate in Kansas Mission of Mercy, and annual 48 hour event that provides free dental care. They also educate area elementary students during oral health month.

Commercial and Advertising Art students help with the Red Cross Blood Drive, North Salina Community Development Project, and United Way Grant Presentation.

Medical Assistant students assist with campus blood drives, health fair and state fair blood pressure/glucose checks, sponsor an annual food donation for the Food Bank, and fundraise for Tammy Walker Cancer Center.

Electrical Technology, HVAC and Construction students build the habitat for humanity house.

Transportation and manufacturing students augment classroom and laboratory instruction with live work projects.

Welding Technology students build grills for fundraisers and trophies for the car show.

College programs took over a dozen field trips to various businesses in FY15.

Business Administrative Technology students develop marketing materials for the Outreach program and assist instructors with computer related issues and projects.

Electronic Engineering Technology students built a transformer testing panel for Solomon Corporation.

CAD students design projects for other programs on campus and local businesses. Their projects often result in partnerships with other programs. Example, students design a stand for HVAC which was welded by welding students.

Each program nominates two students to serve on the Student Government Association where they learn governance procedures and leadership skills.

Diesel Technology students work with Student Government Association to sponsor fall and spring student appreciation activities. Diesel students volunteer at the annual car show.

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.

In a review of marketing, advertising, and recruiting materials, the College determined it does not make unrealistic claims for an enriched educational environment. The College's promotional materials describe the program, potential occupations for graduates, and the curriculum; example #1: [Dental Assistant](#); example #2: [Business Administrative Technology](#).

The College's advertising campaign does not make unrealistic claims. Advertising strategies are varied and somewhat limited in scope (\$44,000 budgeted). Advertising is descriptive of programs, careers, start dates, etc. The College does not rely on newspaper, radio or TV advertising as primary vehicles to recruit. Like other public two year colleges, program quality (word of mouth) and direct recruiting are the two primary strategies that attract students.

The College's mission is posted frequently throughout campus, on the website, and in many printed materials. The mission states the College provides graduates with the "technical and general education skills necessary for employment. . ." Therefore, it collects data to determine if the mission is being achieved. The data is addressed fully in Criterion Four and includes third party credential tests, Work Keys, graduate and job placement data, program completion rates, survey data, and assessment plans. The College also collects and analyzes data on institutional retention, completion, and job placement. Based on the data presented in criterion four, the College is fulfilling the mission.

Sources

- Marketing - BAT
- Marketing - DEN

3.S - Criterion 3 - Summary

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

Summary

The College takes pride in . . .

1. State Curriculum Alignment and advisory committees create program curriculums that are current, relevant and consistent across the state.
2. The College has sufficient numbers of faculty who provide leadership in curriculum and assessment.
3. The College's academic credential policy and tuition reimbursement policy support faculty in advancing their degrees.
4. Faculty evaluations are thorough and promote collaboration and learning between faculty members.
5. Faculty have ample professional development opportunities.
6. Instructors are accessible to students, providing them with individual attention and establishing meaningful relationships. Faculty are usually on campus 40 hours a week.
7. Support Services provide excellent services to students. Students can apply, register, pay, and obtain advising and financial aid in one convenient location.
8. The College's commitment to serving the economically and educationally disadvantaged. The Outreach Program continues to grow since its FY13 start date.

The College challenges itself to . . .

1. Continue to improve faculty credentials.
2. Continue to improve the diversity of the student body.
3. Continue to increase the students enrolled in general education and students earning AAS Degrees.
4. Increase the number of online and hybrid courses available for students.
5. Hire more general education faculty as the popularity of these classes grow.
6. Create a developmental education program that integrates instruction, advising, and learning support services.
7. Create a database of student learning outcomes to improve institutional documentation of outcome performance and cross departmental discussions with faculty.

Sources

There are no sources.