Salina Area Technical College
HLC Self Study Report Document ONE
Candidacy Visit October 17-19, 2011

1 SELF STUDY
Welcome!

In conducting the College’s self study, Salina Area Technical College (Salina Tech) relied heavily on the involvement of internal and external stakeholders. We would like to thank the many participants whose contributions were significant:

- The dedicated students and employees of Salina Tech provided invaluable insight. Their commitment, openness to change, and willingness to work as a team continues to make the College a vibrant place to work and obtain an education.

- Our many community and business partners who make our education relevant and support us financially, academically, and hire our graduates.

- The other five technical colleges in Kansas that are accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools (HLC-NCA): Northwest Kansas Technical College, North Central Kansas Technical College, Wichita Area Technical College, Manhattan Area Technical College, and Flint Hills Technical College. The College benefited from their advice as they had each taken this journey before Salina Tech. They shared information selflessly.

- The HLC-NCA for conducting annual meetings, making multiple materials available on their website, and assistance from the College’s HLC-NCA liaison. Their guidance made expectations of quality understandable and relevant for our learning community.

It is my sincere hope this self study will inform, enlighten, and provide a foundation for further improvement as Salina Tech seeks candidacy accreditation with the Higher Learning Commission of the North Central Association of Colleges and Schools.

Respectfully,

Greg Goode, President
Salina Area Technical College
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Chapter ONE

1

INTRODUCTION

SALINA TECH

SALINA AREA TECHNICAL COLLEGE
Chapter One: Introduction

Community Profile

Salina Area Technical College (Salina Tech) is located in Salina, Kansas. Salina is a community of approximately 46,483 in central Kansas. It is located at the intersection of two major interstates, I-70 running east and west and I-135 running north and south. This makes the location ideal for many businesses that want immediate interstate access. Manufacturing is a key industry in Salina. Healthcare is also rated as the top growth occupation according to state labor market data.

The population of Salina (Table 1.1) increased approximately 8 percent from the 1990 census to the 2000 census and nearly 1.8 percent from 2000-2008 while most smaller communities surrounding Salina lost population from 2000-2008. The biggest population growth has been in the minority population (Table 1.2), especially Hispanic. Poverty increased dramatically since 2000 (Table 1.3); however, it is still below the national average.

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<td>Black</td>
<td>available</td>
</tr>
<tr>
<td>American Indian</td>
<td>256</td>
</tr>
<tr>
<td>Asian</td>
<td>896</td>
</tr>
<tr>
<td>Other</td>
<td>1,728</td>
</tr>
<tr>
<td>Hispanic</td>
<td>3,067</td>
</tr>
</tbody>
</table>
Table 1.3
Poverty Levels in Salina

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>HS Grad. Rate</td>
<td>Data not</td>
<td>86.1%</td>
<td>86.6%</td>
<td>84.5%</td>
</tr>
<tr>
<td>Bachelors available</td>
<td>20.3%</td>
<td>22.1%</td>
<td>27.4%</td>
<td></td>
</tr>
<tr>
<td>Family Poverty</td>
<td>6.7%</td>
<td>8.6%</td>
<td>9.6%</td>
<td></td>
</tr>
<tr>
<td>Individual Poverty</td>
<td>9.6%</td>
<td>12.6%</td>
<td>13.2%</td>
<td></td>
</tr>
<tr>
<td>Median Household</td>
<td>$ 36,066</td>
<td>Unavailable</td>
<td>$ 41,994</td>
<td></td>
</tr>
<tr>
<td>Median Family</td>
<td>$ 45,433</td>
<td>Unavailable</td>
<td>$ 50,046</td>
<td></td>
</tr>
</tbody>
</table>

History of Salina Area Technical College

Salina Area Vocational Technical School (SAVTS) opened on August 3, 1965, as an open enrollment public vocational school under the direction of Salina Public Schools, (USD 305) Board of Education (BOE). Students attending SAVTS in 1965 could earn technical certificates in nine program areas: Auto Body Repair, Auto Mechanics, Diesel Mechanics, Drafting, Electronics, Farm Mechanics, Machine Shop, Refrigeration and A.C., and Welding. During FY98, the name of the institution was changed from Salina Area Vocational Technical School to Salina Area Technical School (SATS).

The school operated under the Kansas Board of Education from 1965-1999. In 1999, legislative action [K.S.A. 74-32, 141], transferred coordination of all technical schools, technical colleges, community colleges, and other colleges to the Kansas Board of Regents. While the College is governed by a local Board of Trustees, certain aspects of funding, curriculum alignment, Carl D. Perkins funds, state performance agreements, and other policy and procedures fall under the coordination of the Kansas Board of Regents.

In 2004, Senate Bill 7 required all school district boards to create separate and independent governing boards for technical colleges. As a result, the USD 305 BOE changed the name of the institution to Salina Area Technical College (Salina Tech) on July 1, 2008 and established the Board of Trustees in September 2008. On July 1, 2009, governance was transferred from the USD 305 BOE to the newly created Board of Trustees. The details of this process are addressed in Chapter Two, Eligibility Requirement Two.

In addition to technical certificates, in April 2009 Salina Tech was approved by the Kansas Board of Regents to offer the AAS degree in 14 program areas: Electronic Engineering Technology, Auto Collision Repair, Automotive Technology, Business Administrative Technology, Commercial and Advertising Art, Computer Aided Drafting, Dental Assistant, Diesel Technology, Electrical Technology, Heating Ventilation and Air Conditioning, Machine Tool Technology, Construction Technology, Medical Assistant, and Welding Technology. Salina Tech also offers a technical certificate in Environmental Technology. During FY10, 367 students were enrolled in these programs.

Salina Tech awarded its first nine AAS degrees in May 2009 and awarded an additional 21 AAS degrees in May 2010. Students may also seek AAS degrees through articulation agreements with
a variety of other community colleges and universities after receiving their technical certificate from Salina Tech.

The Continuing Education department offers primarily credit classes and/or short-term certificates in a variety of different delivery formats; including evening and weekend. Continuing Education provides non-credit training and customized training for business and industry primarily in manufacturing, healthcare, automotive, and business.

Instructional delivery methods for students enrolled in classes at Salina Tech include traditional classroom lecture, lab, group work, computer-based instruction, and applied “hands on” instruction. Evaluation of learning includes student portfolios, testing, third-party testing, certifications, projects, assignments, quizzes, and competency profiles. Students must demonstrate employment competencies in every program. They are also offered a variety of co-curricular activities to enhance learning and build citizenship skills; including internships, occupational work experience, student government, clubs, and participation in Skills USA.

The Office of Federal Student Aid, US Department of Education, requires Salina Tech financial aid awards to be based on classroom clock hours (seat time), not credit hours. As a result, Salina Tech does not offer any online classes and offers limited hybrid options through the Continuing Education department.

**Student Demographic Data**

For students enrolled in FY10 and reported to the Integrated Postsecondary Education Data System (IPEDS):

1. 88% live within 40 miles of the College.
2. Approximately 35.7 percent are full-time and 64.3 percent are part-time.
3. All students are residents.
4. The average age is approximately 24.5 years old.
5. Headcount in FY10 (Figure 1.1) includes an additional 322 students taking health occupations classes in continuing education. (367 students in technical certificates plus 322 in healthcare programs = 689)
Previously, all Continuing Education classes, including health occupations were reported in the Kansas Business Training and Enrichment (BTE) database. After July 1, 2009, KBOR reporting requirements changed to include designated Stand Alone Parent Program (SAPP) in the Kansas Postsecondary Database (KSPSD), which mirrors IPEDS (if students are reported in BTE, they cannot be reported in KSPSD). Thus, in FY10 these students were reported in KSPSD and also appear in IPEDS.

During FY11 and FY12 the College will transition nearly 200 additional students earning Continuing Education credits in business and manufacturing from the BTE database to KSPSD and IPEDS, eventually increasing headcount to approximately 900 students.

The following figures and tables provide an overview of student demographics and information:
In FY10, there were 84 students identified as unknown ethnicity.
### Table 1.4
Total Headcount by Program

<table>
<thead>
<tr>
<th>Program</th>
<th>FY04</th>
<th>FY05</th>
<th>FY06</th>
<th>FY07</th>
<th>FY08</th>
<th>FY09</th>
<th>FY10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Auto Collision Repair</td>
<td>46</td>
<td>41</td>
<td>36</td>
<td>40</td>
<td>35</td>
<td>34</td>
<td>39</td>
</tr>
<tr>
<td>Automotive Technology</td>
<td>49</td>
<td>43</td>
<td>46</td>
<td>41</td>
<td>39</td>
<td>44</td>
<td>45</td>
</tr>
<tr>
<td>Business Administrative Technology</td>
<td>24</td>
<td>21</td>
<td>19</td>
<td>15</td>
<td>11</td>
<td>14</td>
<td>20</td>
</tr>
<tr>
<td>Commercial and Advertising Art</td>
<td>52</td>
<td>49</td>
<td>47</td>
<td>42</td>
<td>36</td>
<td>41</td>
<td>53</td>
</tr>
<tr>
<td>Computer Aided Drafting</td>
<td>17</td>
<td>16</td>
<td>15</td>
<td>25</td>
<td>25</td>
<td>25</td>
<td>21</td>
</tr>
<tr>
<td>Construction Technology</td>
<td>15</td>
<td>22</td>
<td>12</td>
<td>10</td>
<td>14</td>
<td>12</td>
<td>23</td>
</tr>
<tr>
<td>Dental Assistant</td>
<td>17</td>
<td>17</td>
<td>19</td>
<td>17</td>
<td>18</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>Diesel Technology</td>
<td>32</td>
<td>34</td>
<td>32</td>
<td>37</td>
<td>35</td>
<td>28</td>
<td>34</td>
</tr>
<tr>
<td>Electrical Technology</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electronic Engineering Technology</td>
<td>31</td>
<td>17</td>
<td>15</td>
<td>25</td>
<td>20</td>
<td>14</td>
<td>12</td>
</tr>
<tr>
<td>Environmental Technology</td>
<td>39</td>
<td>25</td>
<td>40</td>
<td>55</td>
<td>30</td>
<td>37</td>
<td>22</td>
</tr>
<tr>
<td>HVAC</td>
<td>20</td>
<td>16</td>
<td>13</td>
<td>15</td>
<td>19</td>
<td>20</td>
<td>18</td>
</tr>
<tr>
<td>Machine Tool Technology</td>
<td>15</td>
<td>16</td>
<td>8</td>
<td>7</td>
<td>8</td>
<td>12</td>
<td>19</td>
</tr>
<tr>
<td>Medical Assistant</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Welding Technology</td>
<td>24</td>
<td>22</td>
<td>25</td>
<td>27</td>
<td>21</td>
<td>28</td>
<td>34</td>
</tr>
<tr>
<td>Health Occupations (CNA, CMA, HHA, EMT, RHA)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>322</td>
</tr>
<tr>
<td>Total Headcount</td>
<td>381</td>
<td>339</td>
<td>327</td>
<td>356</td>
<td>316</td>
<td>343</td>
<td>689</td>
</tr>
</tbody>
</table>

### Table 1.5
Top Ten Zip Code Enrollments – First Time Students

<table>
<thead>
<tr>
<th>Zip Code</th>
<th>FY06</th>
<th>FY08</th>
<th>FY10</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 67401 (Salina)</td>
<td>66</td>
<td>53</td>
<td>59</td>
</tr>
<tr>
<td>2. 67460 (McPherson)</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>3. 67410 (Abilene)</td>
<td>6</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>4. 67480 (Solomon)</td>
<td>3</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>5. 67530 (Great Bend)</td>
<td>3</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>6. 67456 (Lindsborg)</td>
<td>6</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>7. 67449 (Herington)</td>
<td>0</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>8. 67416 (Assaria)</td>
<td>3</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>9. 67665 (Russell)</td>
<td>1</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>10. 67467 (Minneapolis)</td>
<td>5</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

### History of Accreditation

SAVTS was accredited by the Kansas State Department of Education from 1965-1997. In 1997 SAVTS joined the North Central Association – Commission on Accreditation and School Improvement (NCA-CASI). The first NCA-CASI site visit was conducted concurrently with a regular accreditation review by the Kansas State Department of Education. As a result, SATS was accredited as a postsecondary institution by the NCA-CASI through 2004.
In 2010 Salina Tech was re-accredited by NCA-CASI. The NCA-CASI self study focuses on standards in seven areas and has extensive documentation and evidence requirements as part of the self study process. Salina Tech started preparing for the April 2010 NCA-CASI visit in 2007, which resulted in an excellent report with the maximum accreditation of five years.

Concurrently, in 2008 and 2009, Salina Tech began the Eligibility Process with the HLC-NCA. A Letter of Intent was submitted in October 2008, and the Preliminary Information Form (PIF) was submitted in August 2009. On November 2, 2009, Salina Tech was notified that there was sufficient evidence in the PIF to warrant a site visit on October 17-19, 2011.

Upon consultation with the College’s HLC-NCA liaison, Salina Tech delayed starting the self study until after the April 2010 visit from NCA-CASI. Two years of preparing for this self study along with the significant research and detail of the PIF process well-prepared the institution to organize quickly and move into the self study process. In preparation for the HLC-NCA self study, Salina Tech administrators visited the other five accredited technical colleges in Kansas. In addition, Salina Tech representatives attended the HLC-NCA annual meeting every April from 2008-2011.

The institution converted from an 18-week semester to a 16-week semester in FY11, allowing the faculty to spend additional time on the HLC-NCA self study process (approximately three full weeks). Administration offered overtime pay whenever necessary to work on HLC-NCA activities in the evenings or on weekends.

**Introduction to the Self Study Process**

Salina Tech is fully committed to the standards of excellence of the HLC-NCA. Two steering committee co-chairs were appointed in February 2010 and attended the HLC-NCA annual conference in April. After attending the HLC-NCA conference, seven more members of the steering committee were appointed (Table 1.6). Soon after, five teams of faculty, staff, and administrators were formed and assigned to criterion committees (Table 1.7). Internal training for the HLC-NCA self study process started in May 2010 after the NCA-CASI accreditation visit.

Of Salina Tech’s 38 employees in FY11, 33 served either on the steering committee or a criterion committee. Three employees in Student Services were excluded (they were new and working on the College's conversion to a new student information system) and two vacancies in custodial/maintenance staff were not filled until well into the self study process.
### Table 1.6
**Salina Tech Steering Committee**

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Janet Fisher</td>
<td>Steering Committee Chair</td>
<td>Dental Assistant Instructor</td>
</tr>
<tr>
<td>Glenda Mummert</td>
<td>Steering Committee Co-chair</td>
<td>Business Administrative Technology Instructor</td>
</tr>
<tr>
<td>Cathy Strowig</td>
<td>Criterion One Chair</td>
<td>Commercial and Advertising Art Instructor</td>
</tr>
<tr>
<td>Duane Custer</td>
<td>Criterion Two Chair</td>
<td>Dean of Administrative Services</td>
</tr>
<tr>
<td>Jim Smith</td>
<td>Criterion Three Chair</td>
<td>Commercial and Advertising Art Instructor</td>
</tr>
<tr>
<td>Trish Hayden</td>
<td>Criterion Four Chair</td>
<td>Learning Resources Specialist</td>
</tr>
<tr>
<td>Ken Mills</td>
<td>Criterion Five Chair</td>
<td>Diesel Technology Instructor</td>
</tr>
<tr>
<td>Judy Crymble</td>
<td></td>
<td>Interim Dean of Instruction</td>
</tr>
<tr>
<td>Susan Eberwein</td>
<td></td>
<td>Financial Aid Specialist</td>
</tr>
</tbody>
</table>

### Table 1.7
**Salina Tech Criterion Committees**

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Chair</th>
<th>Committee Members</th>
</tr>
</thead>
</table>
| 1         | Cathy Strowig, Commercial and Advertising Art Instructor | Dale Vanderhoof, Environmental Technology Instructor  
Julie Allen, Medical Assistant Instructor  
Joomi Bobbett, Director of Financial Services  
Jim Lytle, Electrical Technology Instructor |
| 2         | Duane Custer, Vice President of Administrative Services | Jeremie Rick, Machine Tool Instructor  
Chad Townley, HVAC Instructor  
Judy Carver, Accounting Specialist  
Kevin Watters, Construction Technology Instructor |
| 3         | Jim Smith, Commercial and Advertising Art Instructor | Alan Eaton, Auto Collision Repair Instructor  
Tom Conway, Auto Technology Instructor  
Bruce Crouse, Associate Dean of Instruction  
Becky Miller, Executive Administrative Assistant  
Ryan Weber, CAD Instructor |
| 4         | Trish Hayden, Learning Resources Specialist | Richard Fairchild, Auto Collision Repair Instructor  
Eric Vannoy, Welding Instructor  
Lara Duran, Vice President of Student Services  
Mattie Brown, Marketing Assistant  
Vince Manship, Auto Technology Instructor |
| 5         | Ken Mills, Diesel Technology Instructor    | Blane Schloo, Diesel Technology Instructor  
Kim Coad, Dental Assistant Instructor  
Dave Turner, Building Operations Mechanic  
Nate Davis, Applied Electronics Instructor  
Judy Crymble, Interim Dean of Instruction |
Goals of the Self Study

At the end of Salina Tech’s self study process, the final self study report will:

1. Provide a fair and accurate evaluation of Salina Tech, identifying our strengths and a “fear-less” addressing of areas the College needs to improve!
2. Be a document that is clear and understandable, improving a stakeholder's ability to analyze and evaluate institutional effectiveness.
3. Provide a basis and foundation for improvement of student learning.
4. Include all internal constituents in the process, including students, faculty, staff, and where appropriate, external constituents.
5. Provide a basis for change, growth, and lifelong learning.
6. Validate that the institutional mission, vision, and values are appropriate and understood.
7. Validate institutional commitment to diversity and underserved populations.

For many years Salina Tech has provided quality technical education programs for residents of central Kansas. As an emerging institution of higher learning, Salina Tech now seeks to validate and improve the quality of student learning by receiving candidacy status from the HLC-NCA.
Chapter TWO Eligibility Requirements

2 ELIGIBILITY REQUIREMENTS
The Preliminary Information Form (PIF) containing the 12 eligibility requirements was submitted in August, 2009. It was approved by the Higher Learning Commission of the North Central Association of Colleges and Schools (HLC-NCA) and an on-site visit was scheduled for October 17-19, 2011. The original PIF and 92 supporting documents are in the resource room in a three-ring binder.

**Changes Worth Noting Since The Submission Of The PIF**

1. In fall 2010, the College transitioned from the 18-week semester schedule to a more traditional 16-week college semester schedule.
2. Salina Area Technical College (Salina Tech) started a new two-year Electrical Technology program in fall 2010. Students may earn a certificate or an AAS Degree in this program.
3. The [Organizational Chart](#) was updated for FY12 to better accomplish our mission, vision, and strategic priorities.
4. Many programs have had minor changes in credit requirements either due to the state curriculum alignment process or changes stemming from advisory committee input.
5. A practical nursing partnership was created with Hutchinson Community College (HCC) and Salina Regional Health Center starting in fall 2010. HCC provides the instruction; Salina Tech provides the classrooms, lab space, equipment, and supplies.
6. A new computer system, SONISWEB®, was purchased in the spring of 2011 to meet the needs of the College. The computer conversion process is ongoing with full implementation expected to take at least one year.
7. Twenty-one (21) students graduated with an AAS Degree in May 2010 and nineteen (19) students in May of 2011.

**Response to HLC Comments on Preliminary Information Form**

- Eligibility Requirement Two: “The Reviewing Team suggests for the self study that the institution include additional information about the institution’s previous mission statements if they existed. The Team believes a historical review will assist the HLC site team to gain a better perspective of the mission and the institution’s evolution from a vocational school to a technical college.”

College action: A historical perspective of the College’s mission was added to the self study in Criterion One, Core Component 1c.

- Eligibility Requirement Four: “The Reviewing Team commends the institution for the comprehensive information about the current Board of Trustees on the College website. This information provides a historical perspective for the self study site team. The Reviewing Team suggests adding information about terms and how future Board of Trustees members will be seated (per appointment or election).”
College action: “At the writing of the PIF, the Board of Trustees had not finalized term limits. Terms and appointment procedures were approved at the May 2010 Board of Trustees meeting and can be found on page 23 of the [Board Policy Manual](#).

- Eligibility Requirement Six: “. . . However, the Reviewing Team suggests the institution create separate handbooks for staff and faculty prior to the arrival of the Self Study site team. . . ”

College action: Separate [Faculty](#) and [Employee](#) Handbooks were created for FY11.

“. . . the Reviewing Team also encourages the institution to have individual faculty development/education plans in place for those technical instructors who need to acquire the minimum formal education of an associate’s degree.”

College action: Educational plans are in personnel files for faculty members to meet the minimum formal education requirement of an associate’s degree.

- Eligibility Requirement Seven: “While there is reference to instructional labs in the application, the Reviewing Team suggests more specific information as to the kinds of equipment the students have access to, and the kinds of experiences students have in internships and clinicals will benefit the site team’s understanding of learning resources.”

College action: The College addressed instructional labs more specifically in Criterion Three, Core Component 3d.

- Eligibility Requirement 12: “The Reviewing Team suggests the development of an Accreditation Steering Committee or some kind of oversight committee in anticipation of the writing, editing, etc., of the self study and team visit for initial candidacy.”

College action: A steering committee was created to oversee the self study process.

**New Eligibility Requirements**

In June of 2011 a new eligibility requirement format was adopted by the Higher Learning Commission. Salina Tech was directed by the HLC to write to the 19 new eligibility requirements for the October 17-19 candidacy visit. The original 12 eligibility requirements used to write the Preliminary Information Form are embedded in this chapter in the appropriate location and in the resource room.
Eligibility Requirement 1: Jurisdiction of the Commission

The institution falls within the Commission’s jurisdiction as defined in the Commission’s Bylaws (Article III). The Commission extends accreditation and candidacy for accreditation to higher education institutions that are 1) incorporated in Arizona, Arkansas, Colorado, Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, New Mexico, North Dakota, Ohio, Oklahoma, South Dakota, West Virginia, Wisconsin, and Wyoming, or operating under federal authority within these states, and 2) have substantial presence, as defined in Commission policy, within these states.

Salina Tech operates within the jurisdiction of the Commission. It is located in Kansas at 2562 Centennial Road, Salina, KS 67401. The College phone number is 785-309-3100. The College fax number is 785-309-3101. The website is www.salinatech.edu. This is the only campus on which the College conducts educational activities and maintains a continuous presence at this location twelve months a year.

The educational activities include awarding technical certificates and AAS degrees in 14 program areas: Auto Collision Repair, Automotive Technology, Business Administrative Technology, Commercial and Advertising Art, Computer Aided Drafting (CAD), Construction Technology, Dental Assistant, Diesel Technology, Electrical Technology, Electronic Engineering Technology, Heating Ventilation and Air Conditioning (HVAC), Machine Tool Technology, Medical Assistant, and Welding Technology. Salina Tech also offers a technical certificate in Environmental Technology.

Educational activities also include a variety of Continuing Education Certificates of Completion in health sciences, manufacturing, construction, CAD, technical/maintenance, and other business and industry courses. Some certificates are credit based; others are noncredit. Community members take these courses for employment, retraining, enrichment, or improvement of skills. Continuing Education also provides customized training for area businesses on or off site.
Eligibility Requirement 2: Legal Status

The institution is appropriately authorized in each of the states, sovereign nations, or jurisdictions in which it operates to award degrees, offer educational programs, or conduct activities as an institution of higher education. At least one of these jurisdictions must be in the HLC region.

Salina Tech is a public, non-profit, degree-granting, postsecondary institution of higher education that offers technical certificates and AAS degrees. The College has legal authority, [KSA 72-4470](#), to operate as an institution of higher education in Kansas and award the Associate of Applied Science degree. This authority was established through a series of legislative actions that allowed Salina Tech to begin the transition from an area vocational school to a technical college in 2008 and formally transition governance from a local school district to an independent Board of Trustees on July 1, 2009. The Board of Trustees began meeting in September 2008 under the purview Board of Education. The Board of Trustees has operated independently since July 1, 2009.

The College is currently accredited by the [NCA-CASI](#).

Chronology of Legislation

1963: The Vocational Education Act of 1963 authorized the Kansas Board of Vocational Education to establish Salina Area Vocational Technical School in 1965 (Public Law 88-210). In 1972 the Kansas Board of Vocational Education and the Kansas Board of Education were consolidated.

1994: In the 1994 legislative session, [Senate Bill 586](#) was passed, allowing technical schools in Kansas to be called technical colleges. Senate Bill 586 amended [K.S.A. 72-4412](#) to include the definitions of a technical college and the Associate of Applied Science degree. The procedures for establishing or converting a former vocational school to technical college status, governance, and applicability of statutes were addressed in [K.S.A. 72-4468](#), [K.S.A. 72-4470](#) and [K.S.A. 72-4471](#).

1999: In the 1999 legislative session, [K.S.A. 74-32, 141](#) transferred supervision of all technical schools, colleges, community colleges, and universities from the Kansas Board of Education to the Kansas Board of Regents.

2003: During the 2003 legislative session, [Senate Bill 7](#) amended [K.S.A. 72-4470](#), requiring all school district boards to create a separate and independent governing board for the technical college.

2007: At the [September 2007 USD 305 Board of Education meeting](#), the Board of Education voted for Salina Area Technical School to pursue independence as Salina Area Technical College.
2008: Salina Tech submitted an application, which is available in the resource room, and transition plan to the Kansas Board of Regents to become a technical college. The technical college application was approved by the Kansas Board of Regents and as a result State Statute [K.S.A. 72-4477a](#) finalized approval for Salina Area Technical School to become Salina Area Technical College. USD 305 created the Board of Trustees in September 2008. The Board of Trustees met under the purview of the USD 305 Board of Education until the Board of Trustees assumed full control on July 1, 2009.

2009: In January 2009, the Board of Trustees approved awarding AAS degrees. The action was approved by the USD 305 Board of Education in February 2009. In April 2009, the Kansas Board of Regents gave AAS degree-granting authority to Salina Area Technical College programs.

Governance Relationships

In 1999 oversight of technical education was transferred from the Department of Education to the Kansas Board of Regents (KBOR). In 2007, the KBOR established a subgroup called the Kansas Postsecondary Technical Education Authority (TEA) charged with oversight of technical education in Kansas.

Salina Tech participates in KBOR and TEA meetings and follows all KBOR policies and procedures. For example, Salina Tech provides the KBOR with the following information that monitors higher education activities:

- Performance Agreement
- Capital Outlay Expenditures
- Statewide Curriculum Alignment
- Carl Perkins Expenditures
- Tuition and Fees

Salina Tech also follows all KBOR policies and procedures at [http://www.kansasregents.org](http://www.kansasregents.org), which will be available in the resource room.
Eligibility Requirement 3: Governing Board

The institution has an independent governing board that possesses and exercises the necessary legal power to establish and review the basic policies that govern the institution.

In 2008 State Statute K.S.A. 72-4477a finalized approval for Salina Area Technical School to become Salina Area Technical College. As a result, USD 305 created the Board of Trustees in September 2008. The Board of Trustees met under the purview of the USD 305 Board of Education until the Board of Trustees assumed full control on July 1, 2009.

At the special Board of Trustees meeting on July 1, 2009, the Board of Trustees adopted a modified version of the Policy Governance model which includes Board Ends, Board Governance and Operations, Board of Trustees-President Relationship, and Monitoring Reports. The President of the College is responsible for institutional performance and making certain the College adheres to policies, procedures and appropriate laws. The Board of Trustees meets monthly to monitor institutional performance through a series of monitoring reports and required documents including:

**Annual Monitoring Reports**

- Program Review Reports
- Employment Competencies Report
- Three Year Instructional Technology Plan
- Facilities Master Plan
- Faculty and Staff Survey
- Annual Report on Promotional Efforts
- Community Involvement Report
- Annual Budget
- Annual Financial Audit
- Accreditation Updates
- Assessment of Student Learning
- Graduate and Job Placement Survey
- Foundation and Alumni Report
- Survey of Current Students
- Semi-annual Budget Reports
- Enrollment Report
- Advisory Committee Survey
- Three-year Budget Projection
- Administrative Verifications

The Board of Trustees has the power to establish and review basic policies that govern the institution. The Board of Trustees approved all policies on July 1, 2009, including: the Board Policy Manual, Administrative Handbook, College Catalog, Employee Handbook, Negotiated Agreement, and Student Handbook.

The Board Policy manual clarifies policy and decision making on page 10:

The Board of Trustees is the initiator of broad policy directions through the Board Policy Manual. The development of administrative processes and procedures (means) is the responsibility of the President. The President should work with employees and students as appropriate to develop operational policies and procedures. . .
Conflict of Interest

The sections of the Board Policy Manual that clarify oversight of basic policies, including conflict of interest, are on multiple pages: 8 (governance), 11 (approvals), 12 (code of conduct), and 20 (conflict of interest). Each page, in one way or another, defines the Board of Trustees’s authority to “review, add or delete basic policies” and address conflict of interest. The Administrative Handbook on page 45 addresses nepotism.

Financial Integrity

The Board Policy Manual identifies the Board of Trustees’ authority to ensure financial integrity in six locations: page 6 (monitoring end results), page 7 (president’s job description), page 11 (approvals), page 29 (presidential limitations), page 34 (financial monitoring reports), and page 5 (strategic priority five - assuring financial stability).

The Administrative Handbook addresses institutional policy and procedure regarding finances on pages 5-22 which the Board of Trustees initially helped develop. These administrative policies and procedures guide administrative financial integrity for Salina Tech.

Relationship with the President

The Board of Trustees’ and President’s intent was to construct a manual that laid a foundation for the future growth of the College, both culturally and strategically. The Board of Trustees and President recognized the importance of creating a manual that provided constructive direction for the Board of Trustees, the President, and the College. The adopted manual defined authority for both parties and limited that authority for both. It is a governance model that allows appropriate interaction with employees and promotes institutional creativity and efficiency in decision making.

The Policy Governance model was chosen so the Board of Trustees could focus on larger “ends” issues such as strategic direction of the College. It has been the Board of Trustees’ philosophy from initial appointment to delegate the “means” to the President. The Board of Trustees holds the President exclusively responsible for organizational performance; the President reports exclusively to the Board of Trustees.

Anecdotally, the working relationship with the Board of Trustees and Administration has been excellent. Board of Trustees members are well-educated community leaders whose impact on initial policy development was significant.

Board of Trustees-President Relationships are defined on pages 25-29 of the Board Policy Manual. The Board Policy Manual does not address a hiring process for the Chief Executive Officer. However, the “Presidential Vacancy Announcement” outlines the hiring process used by the Board of Trustees for hiring the President. A national search was used to assemble a strong pool of candidates from which to select the first Salina Tech President. Most employees and students participated in the hiring process with the Board of Trustees.
The **Board Policy Manual** addresses the President’s evaluation, which includes input from staff.

Nonrenewal is addressed on page 27 of the **Board Policy Manual** and further defined in the President’s employment contract (available on request).

**Meetings**

All meetings of the governing **Board of Trustees** are open, public meetings conducted in accordance with the **Kansas Open Meetings Act**. Minutes of the meetings are public record and on the website at [http://www.salinatech.edu/faculty_and_staff/presidents_page/bot_meeting-notes.shtml](http://www.salinatech.edu/faculty_and_staff/presidents_page/bot_meeting-notes.shtml). Agendas and Minutes are maintained for all meetings. Regular meetings are held on the fourth Monday of the month. Special meetings are called as needed. **Board policy** addresses meetings on pages 15 (meetings), 18 (quorum), 21 (agenda), and 22 (executive session). The Board of Trustees does a self-evaluation at the end of every academic year.

**Board of Trustees Access to Information**

Monitoring and informational reports at monthly Board of Trustees meetings provide the Board of Trustees with access to information, data, employees, and process, necessary for sound judgment. Administration responds to Board of Trustees suggestions via strategic decision making. In addition, standing committees may be established to complete detailed reviews of specific College functions and bring to administration abbreviated information, summaries, or recommendations for Board of Trustees approval. The **Board Policy Manual** on page 6 guarantees Board of Trustees members the “right of inspection” of College records, documents and finances. In preparing monitoring reports, the College administration uses data-driven-decision making and provides open access to information as a foundation of participative governance.

Most policies and procedures are available on the College website. Members of the Board of Trustees participated in orientation and training sessions regarding the responsibilities of Board of Trustees membership, open meetings laws, and accreditation processes.
Eligibility Requirement 4: Stability

The institution demonstrates a history of stable operations and consistent control during the two years preceding the submission of the PIF.

Salina Area Technical College opened as Salina Area Vocational Technical School (SAVTS) on August 3, 1965, as an open enrollment public vocational school under the direction of USD 305 Board of Education (the local K-12 school district). The school operated under the Kansas Board of Education from 1965–1999 before legislation transferred coordination to the KBOR.

Senate Bill 7 required all school district boards to create separate and independent governing boards for all technical colleges. As a result, the USD 305 Board of Education changed the name of the institution to Salina Area Technical College (Salina Tech) on July 1, 2008, and established a new Board of Trustees in September 2008. On July 1, 2009, governance was transferred from the USD 305 Board of Education to the newly created Board of Trustees. The details of this process are addressed in Chapter Two, Eligibility Requirement Two. The Board of Trustees has had consistent control since July 1, 2009. They meet once a month and have special meetings as needed.

Enrollment Stability

Enrollment in the full-time College technical programs has remained relatively stable since FY05. In FY10, eleven (11) of fifteen (15) programs were at or near enrollment capacity.

The College has benefited from an active continuing education program that offered credit and non-credit classes. Previous to FY10, all continuing education classes, including health...
occupations were reported in the Kansas Business Training and Enrichment (BTE) database. After July 1, 2009, KBOR reporting requirements changed to include designated Stand Alone Parent Program (SAPP) in the Kansas Postsecondary Database (KSPSD), which mirrors IPEDS (if students are reported in BTE, they cannot be reported in KSPSD). Thus, in FY10 these students were reported in KSPSD and also appear in IPEDS.

As a result, an additional 322 students taking health occupations classes in continuing education were counted as part of the overall College enrollment in FY10. During FY11 and FY12 the College will transition nearly 200 additional credit continuing education students in business and manufacturing from the BTE report to the KSPSD and IPEDS reports, eventually increasing headcount to approximately 900 students.

The improved reporting of credit students will more accurately reflect enrollment at the College.

**Budget Stability**

The institution has a long history of financial stability while operating under USD 305 and as an independent college and has approximately 75% of the budget in reserves. The College has always operated in the black, and in FY10 finished the year $48,216 in the black. The financial audit in FY10 did not identify any serious concerns or qualifications. Final budget information for FY11 will not be available until July 2011, and will be in the resource room for review.

**Planning Stability**

The past two years the College has worked to integrate and create new plans. The College has developed an aggressive Strategic Plan for 2009-2012 and an annual Operational Plan for FY10 and FY11 that guides the institution on strategies to accomplish the priorities and goals of the strategic plan. A three year equipment and technology plan helps administration and faculty make budget and instructional decisions. A program review process facilitates evaluation of each program. The annual Enrollment Management Plan establishes enrollment goals and objectives. A facilities committee makes recommendations on facility improvements.
Most employees are also involved in planning at the state level. The President is a member of the Kansas Association of Technical Colleges (KATC), which provides direction in system-wide policy decisions and legislative issues related to higher education. The chief financial officer and chief academic officer both participate in statewide peer groups to discuss relevant issues in their areas. Faculty members participate in the statewide curriculum alignment process. Staff members from Student Services belong to various related organizations such as American Association of Collegiate Registrars and Admissions Officers (AACRAO), National Academic Advising Association (NACADA), and Kansas Association of Student Financial Aid Administrators (KASFAA).

**Administrative Stability**

Salina Tech has an experienced administrative team. The Vice President of Administrative Services has nine years administrative experience (six years at Salina Tech) and 17 years teaching experience in technical education. The Vice President of Instruction has 20 years teaching and Departmental Chair experience at Salina Tech. The Vice President of Student Services has four years experience working in Student Services at Salina Tech, two as an administrator. The President has 14 years experience as an administrator, two of which are at Salina Tech and 16 years classroom teaching experience.

**Facilities Stability**

The 24.36 acre site contains seven buildings housing the following full-time programs:

- **BUILDING A** – includes Dental Assistant, CAD, Commercial and Advertising Art, Business Administrative Technology, general education classes, PN Nursing, Medical Assistant, CNA and other continuing education healthcare classes, classrooms, labs, department libraries, and faculty offices. Administrative Offices, Instruction, Learning Resources, Student Services, Food Service, and Copy Center.
- **BUILDING B** – includes Auto Collision Repair, Automotive Technology, and Diesel Technology. It also has classrooms, labs, faculty offices, and library facilities for these programs.
- **BUILDING C** – includes HVAC, Machine Tool Technology, Electronic Engineering Technology, Electrical Technology. It has classrooms, labs, faculty offices and libraries for these programs.
- **BUILDING E** – includes Welding Technology, Construction Technology and Environmental Technology. It has classrooms, labs, department libraries and faculty offices.
- **BUILDING F** – is used for storage and housing College vehicles.
- **BUILDING G** – built in the 1950s, is used for storage.

Buildings B and C were built in 2002/2003, and Building A underwent a 1.8 million remodeling project in FY11. In addition, there is land for expansion to meet future growth needs of the College.
Eligibility Requirement 5: Mission Statement

The institution has a statement of mission approved by its governing board and appropriate for a degree-granting institution of higher education. The mission defines the nature and purpose of the higher learning provided by the institution and the students for whom it is intended.

The mission documents include a mission, vision, values, strategic priorities, goals, and monitoring reports for each strategic priority. Mission documents are articulated in the Salina Tech Strategic Plan: 2009-2012. The Strategic Plan was approved by the Board of Trustees on July 1, 2009. 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.

At Salina Tech, the mission identifies our core purpose; the vision defines the desired future state of our organization; values are beliefs we share which drive our culture. The strategic priorities steer the institution toward the vision and carry out the mission of the College. Our goals further define the priorities. Finally, the monitoring reports are the institution’s and the Board of Trustees’ way of monitoring achievement of the strategic plan.

Creation

The mission statement was created with input from advisory committees, staff and students at Salina Tech in 2008. It was compared to other two-year HLC accredited institutions to validate consistency and relevancy with their missions. It was reviewed again by internal and external stakeholders in 2009 to confirm appropriateness as a mission statement for a two year technical college.

In the spring of 2009, Salina Tech’s new President worked extensively with internal and external constituents to create new vision, values, and strategic priorities that support achieving the mission. The President’s top priority was to create a strategic plan and strategic planning process that would meet the needs of the College and the community. Specific documentation of the process used to create the plan is available on request.

Input was sought from a variety of sources. College staff participated in multiple group and one-on-one strategic planning sessions. Input from business leaders was sought through twenty-one meetings at businesses in the community. Advisory board members met in a large group strategic planning session. Meetings were held with key K-12 personnel and personnel from the Board of Regents to collect additional input. Internal and external data was collected and analyzed (state labor forecasts, chamber of commerce surveys, enrollment data, institutional research reports, graduates and job placement data, budget information, state funding data, etc.). The resultant
Salina Tech Strategic Plan: 2009-2012 was approved on July 1, 2009 by the Salina Tech Board of Trustees.

The strategic plan and mission statement is made available to the public via the College Catalog, Employee Handbook, Faculty Handbook and on the College website. The mission statement is also posted in prominent locations around campus making this document widely accessible to employees, students, and the community. Additionally, the mission and strategic priorities are embedded in the College operational planning document.

Mission Driven Learning

The College plays a vital role in economic development for the region by meeting employment needs and enabling diverse learners to achieve economic independence. To fulfill its mission, the College offers a variety of educational opportunities for students:

Associate of Applied Science Degree. This degree extends beyond the technical certificate. Students take general education courses designed to add breadth and depth to their educational experience. The learner’s overall academic knowledge is expanded in areas of mathematics, communication, and other general education courses. This degree is intended to help a student advance within a chosen career and in some cases transfer to other higher learning institutions.

Certificate Programs. Salina Tech offers a variety of certificate programs that range in length from 9–18 months and prepare students for immediate employment.

Short Term Certificates of Completion. These classes prepare students for immediate employment. These certificates are part of current full-time credit programs or classes offered through continuing education.

Workforce Education and Training. Community members may enroll in credit and noncredit technical training designed to improve work skills for enrichment or customized for employers.

General Education. Salina Tech offers general education courses necessary for completion of the Associate of Applied Science degree or for certain certificates that have a general education component. Upon review, Salina Tech may allow transfer of general education credits.

Student Demographics

Salina Tech maintains an “open” admissions policy. However, students must have a high school diploma or GED to graduate. Approximately 88% of the students live within a 40 mile radius of the College. In FY10, 74% of Salina Tech students were postsecondary; 26% were secondary. Approximately 35.7% were full-time and 64.3% were part-time. All students were residents. The average age was approximately 24.5 years old.
Eligibility Requirement 6: Educational Programs

The institution has educational programs that are appropriate for an institution of higher education. The Commission may decline to evaluate an institution for status with the Commission if the institution’s mission or educational programs fall outside areas in which the Commission has demonstrated expertise or lacks appropriate standards for meaningful review.

In appropriate proportion, the institution’s programs are degree granting and involve coursework provided by the institution, establishing the institution’s commitment to degree-granting higher education.

The institution has clearly articulated learning goals for its academic programs and has strategies for assessment in place.

The institution:

- maintains a minimum requirement for general education for all of its undergraduate programs whether through the traditional distributed curricula (15 semester credits for AAS degrees, 24 for AS or AA degrees, and 30 for bachelor’s degrees) or through integrated, embedded, interdisciplinary, or other accepted models that demonstrate a minimum requirement equivalent to the distributed model. Any exceptions are explained and justified.

- has a program of general education that is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts common knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess. The institution clearly and publicly articulates the purposes, content and intended learning outcomes of its general education program.

- conforms to commonly accepted minimum program length: 60 semester credits for associate’s degrees, 120 semester credits for bachelor’s degrees, and 30 semester credits beyond the bachelor’s for master’s degrees. Any exception to these minima must be explained and justified.

- assigns credit values to courses based on commonly accepted ascriptions for traditional classroom learning, distance learning, hybrid programs, and compressed schedules.

Programs

Salina Tech offers certificates and AAS degrees in each of the following 14 programs: Auto Collision Repair, Automotive Technology, Business Administrative Technology, Commercial
and Advertising Art, Construction Technology, Computer Aided Drafting, Dental Assistant, Diesel Technology, Electronic Engineering Technology, Electrical Technology, HVAC, Machine Tool Technology, Medical Assistant, and Welding Technology. Salina Tech also offers a certificate in Environmental Technology and a variety of short-term continuing education courses primarily in healthcare, manufacturing, and transportation.

**General Education**
Salina Tech requires a minimum of 15 semester credits of general education courses for the AAS degree. To graduate, a student must earn a grade of “C” or higher in general education courses.

In FY10, Salina Tech developed a general education framework based on commonly accepted AAS general education requirements at other HLC accredited institutions. Students chose from the following gen eds:

- Communication 3 credit hours
- Mathematics 3 credit hours

A minimum of 9 additional credit hours from the following areas:

- Social and Behavioral Science
- Applied and Natural Science
- Business
- Humanities
- Math
- Communications

In FY11 the Academic Affairs Committee changed the 15 credit general education requirement to the following courses for FY12 to identify specific courses and increase the communication requirement:

**I. Communications: 6 Credits**
- COM 100 Technical Communications, 3 credits
- ENG 101 English Composition I, 3 credits
- COM 105 Public Speaking, 3 credits

**II. Mathematics, Science and/or Computer Science: 6 Credits**
Minimum one mathematics course (determined by Program):
- MAT 101 Technical Mathematics, 3 credits
- MAT 105 Intermediate Algebra, 3 credits
- MAT 150 College Algebra, 3 credits
- CSA 105 Introduction to Computer Applications and Concepts, 3 credits

**III. Social Sciences and/or Humanities and Fine Arts: 3 Credits**
- PSY 101 General Psychology, 3 credits
- HUM 101 Ethics in the Workplace, 3 credits
Program Length

The Associate of Applied Science (AAS) degree requires a minimum of 60 credit hours to include at least 15 credits of general education courses and 30 credits in a technical program. The Associate of Applied Science degree offered at Salina Tech is congruent with the College mission and comparable in content, title, description and rigor to those offered at other two-year Kansas technical colleges.

Learning Outcomes

At the course level, the required learning outcomes are included in the course syllabus. Five examples are attached. Programs also have program learning outcomes developed with input from administration, faculty, advisory committees, and state curriculum alignment processes. Student mastery of course and program learning outcomes are documented in the competency profile for each individual program. Students must master these competencies as they move through the program.

Program descriptions, program length, admission, and graduation requirements are presented to students and the public in print and electronic formats including the College Catalog and website. These documents provide an overview of each program’s purpose and relationship to the world of work in addition to identifying programmatic outcomes.

KBOR is currently in the middle of an initiative to align all of the postsecondary technical education programs in the state of Kansas. This process includes business and industry input as well as input from specific program instructors, chief academic officers, and KBOR representatives. Meetings are held to validate the length, core content and program outcomes for each individual program. Salina Tech program industry advisory committees authorize the length, content, and learning outcomes for each program and provide input into the alignment process. Each year the program advisory committees provide input and approval for the occupational competency profile or outcomes.

The development process for new or proposed programs of study is initially implemented by conducting both an employer and learner needs assessments to confirm that a need exists for the proposed training in the service area. A proposed outline for the program of study is developed and a committee of subject area experts is gathered to begin creating the occupational competency profile and curriculum. Business and industry representatives provide input and work closely with program faculty to identify outcomes on which content is developed and designed, resulting in a structured, comprehensive curriculum that targets learner outcomes at levels appropriate for the program of study.

All technical certificate and degree programs must be approved by the individual program advisory committee. The program length, content and learning outcomes are all included in this approval process. Program changes or initiation are forwarded to the Academic Affairs Committee for input and approval. The approved program is then forwarded to President’s Cabinet, the Board of Trustees, the TEA, and the KBOR for approval prior to implementation.
As a general rule, Associate of Applied Science degree programs have 60 or more hours with at least 15 hours of general education courses.

Assessment

The College has strategies for assessment in place for every program. Over the years assessment tools have become more widely used and valued by the College faculty. They are a cornerstone in curriculum analysis and serve as a means of measuring the quality of student learning. Assessments ensure that learning is occurring in the classroom; that students are ready for the workplace; and that students can perform as expected. They are also used to measure institutional quality and monitor progress toward achieving goals within the College’s strategic plan.

Instructors monitor and analyze student learning via an annual assessment plan. The plan is created in September and sets expectations for student performance that are included in the competency profile. In May, data is analyzed to determine if learning outcomes have been met or if corrective action needs to be taken.

All of Salina Tech’s technical programs, as well as its general education program, have an assessment of student learning plan that measures student achievement toward learning outcomes. An Assessment of Learning page on the College’s website summarizes the connectivity between learning outcomes, competency profiles, and assessment plans for easy analysis and public viewing. Assessment plans and results are reviewed by administration, advisory committees, and the Board of Trustees annually.

The College’s assessment committee oversees and monitors assessment of the student learning process. It consists of four faculty members, two staff members, and the Vice President of Instruction. Salina Tech's faculty driven assessment process creates annual assessment plans, sets criteria measures, evaluates student learning, monitors results, and creates strategies for improvement. The Assessment Committee edits the faculty assessment plan, provides training and assistance to faculty, and makes certain timelines are met.

Advisory committees, faculty, administration, and the Board of Trustees review data resulting from the assessment of student learning data to monitor student learning. The Assessment Committee meets twice a semester, or as needed. Table 5.1 provides the names and titles of assessment committee members.

Credit Values

The College operates on a 16-week semester using credit hours. The College instructional time surpasses expectations of Kansas Board of Regents requirements. For example, a one credit lecture class meets a minimum of 15 hours in a semester. A one credit lecture/lab class meets a minimum of 22.5 hours in a semester (most courses fit into this category). A one credit lab or internship class meets a minimum of 30 hours a semester. The Office of Federal Student Aid of the U.S. Department of Education, requires Salina Tech financial aid awards to be based on
classroom clock hours (seat time), not credit hours. As a result, most courses meet longer than the above expectations.

The College offers courses in the fall, spring, and summer. The lengths of the programs are comparable to other similar community and technical colleges in Kansas and are approved by the Kansas Board of Regents. Information about credits and program length can be found in the College Catalog Degree and Certificate Information.
Eligibility Requirement 7: Information to the Public

The institution makes public its statements of mission, vision, and values; full descriptions of its program requirements; its requirements for admission both to the institution and to particular programs or majors; its policies on acceptance of transfer credit, including how credit is applied to degree requirements; clear and accurate information on all student costs, including tuition, fees, training and incidentals, and its policy on refunds; its policies regarding good standing, probation, and dismissal; all residency requirements; and grievance and complaint procedures.

The institution portrays clearly and accurately to the public its accreditation status with national, specialized, and professional accreditation agencies as well as with the Higher Learning Commission, including a clear distinction between Candidate or Accredited status and an intention to seek status.

The College uses a variety of strategies to communicate information regarding the mission documents, program requirements, and enrollment processes to current and prospective students. Print and electronic media include the College Catalog, the semester schedule, the view book, program information sheets, Employee Handbook, and Faculty Handbooks, tuition and revenue, and a variety of other brochures and flyers (financial aid, housing, short term programs, continuing education, etc). Most of this information is available on the website.

These materials are distributed through the recruiting department and by Salina Tech staff to prospective students visiting campus. The catalog has information about admissions, transfer, refunds, financial aid, and accreditation. Tuition and fees are on the website. These materials are updated as needed; minimally, they are updated annually.

Transfer Credit

Salina Tech adheres to all policies and procedures outlined by the Kansas Board of Regents and Kansas statutes affecting admissions, registration, tuition and fees, and transfers of credit. Kansas statute 72-4454 requires the Kansas Board of Regents to adopt a policy requiring articulation agreements among vocational schools, technical colleges, community colleges, and state universities, providing for the transferability of substantially equivalent courses of study and programs. The purpose, conditions, criteria, and guidelines for establishing articulation agreements are outlined in KSA 72-4453.

It is also the belief of the College that students should be awarded credit for previous coursework when a valid transcript is provided. Further, the College provides students with the opportunity to further their learning via several articulation agreements with community colleges and universities. Transfer is addressed throughout various sections of the catalog that impact advising, veterans, placement, financial aid, technical certificates and general education.
The Salina Tech Registrar will evaluate transcripts based on the program to which Salina Tech has admitted the student. Salina Tech may grant transfer credit only to courses that apply to a student’s program of study at Salina Tech or meet degree requirements. All grades and credits on an incoming transcript(s) will be included in the Registrar’s evaluation of transfer credits.

Students who change their major program of study or degree plan at Salina Tech may request that the Registrar reevaluate their transcripts based on the new program of study. Salina Tech reserves the right to evaluate any potential transfer courses based upon the syllabi and competencies of similar courses instructed at Salina Tech. If incoming courses do not meet the same competencies and criteria as Salina Tech courses, equivalency will not be established.

Salina Tech follows the guidelines established by National Association of Credit Evaluation Services (NACES) for credits earned from international institutions. Salina Tech follows the American Council on Education’s (ACE) published recommendations on the transfer of non-accredited institutions, including military and other training programs. The Registrar will make the final determination of transfer credit.

Students who disagree with the transfer credit decisions at Salina Tech may appeal those decisions as follows. Students should provide evidence, such as course descriptions and syllabi, that the courses in question are either the equivalent of or comparable to courses offered by Salina Tech.

a. Students first must appeal the transfer credit decision in writing to the Registrar within 10 business days of the decision.
b. If the disagreement is not resolved with the Registrar, students may appeal in writing to the Vice President of Student Services within 10 days of the first appeal to the Registrar. The decision of the Vice President of Student Services shall be final and not subject to appeal.

Students seeking to transfer credit earned at Salina Tech to another college submit a signed Transcript Request Form to the Student Services Office.

**Admissions Requirements**

Student admission is open to all applicants but enrollment is limited by class size. Applications are accepted on a first-come basis. Individuals seeking admission or re-admission are encouraged to apply as soon as possible. Students who want to attend Salina Tech must submit a completed application to the Student Services office accompanied by the campus fee. Students must complete a high school diploma or GED before a degree or technical certificate or financial aid can be awarded. It is the responsibility of the student to provide an official high school transcript or GED scores.

All applicants for admissions will be required to take applicable College assessment tests. The tests are free. Students must take the test prior to the start of classes. Students may retake the assessment once per year.
Assessments underscore the College’s commitment to the students’ right to succeed. Earning a certificate or degree from Salina Tech requires the successful completion of a series of technical and general education courses. There are mandatory prerequisite skills for access to these courses because admitting students to a course for which they are not prepared does them an injustice. The placement assessment determines if the student is prepared to meet the course’s reading, math or mechanical reasoning requirements.

Salina Tech utilizes ACT COMPASS® placement tests. These tests help educators:

- quickly evaluate incoming students' skill levels.
- place students in appropriate courses.
- connect them to the resources they need to achieve academic success.

Summary of admissions requirements:

1. A completed application with campus fee.
2. COMPASS® assessment validating minimum requirements in math and reading where applicable.
3. Demonstrate a level of competency in other assessments required by specific programs.
4. High school diploma/transcript or GED. (If students are at least 16 years old, high school juniors and seniors may concurrently enroll in some programs.)

Salina Tech reserves the right to evaluate High School diploma(s) presented by the student. We may, at any time, request a copy of a high school transcript to validate the High School diploma. As provided in the Federal Register (Section 668.16[p]), we may withhold Financial Aid funds.

High School diplomas and/or transcripts must come from an accredited school that is recognized by the United States Department of Education. Salina Tech reserves the right to evaluate all diplomas and/or transcripts that are presented by the student.

Prospective students should meet with Student Services to identify the programs of study that require specific pre-enrollment activities prior to program admission. Dental Assistant, Medical Assistant, and Heating Ventilation and Air Conditioning (HVAC) have established enrollment criteria the students must meet prior to admission. Other programs require that students meet with program instructors prior to enrollment.

Secondary students may enroll concurrently in some College program courses. All students must go through the same admissions process and steps to apply for admission and arrange for payment of applicable tuition and/or fees. High school students may create payment plans and/or rent tools as tool boxes are available.

Any Home School Student 16 years of age or older is welcome to apply as a part-time, full-time or continuing education student at the College. He or she will be responsible for paying all applicable tuition, fees, purchasing books, uniforms, and/or tools/supplies for any/all courses. He or she will be subject to any/all applicable course requirements and/or program-specific admission standards.
In lieu of a state high school diploma or GED scores, Home School Graduates must submit documentation:

2. Secondary school completion credential for home-schooled students.
3. A transcript (supplied by school or parent); including courses taken, credits and grades received, school location, date of completion and a school administrator’s signature.

Costs and Refunds

Kansas Statute 72-4433 permits the local governing board of each state postsecondary institution to establish different per-hour rates of tuition, fees, and charges, subject to approval by the Kansas Board of Regents. The tuition rate is $87 per credit, with the exception of Dental Assistant and Medical Assistant, which is $103 per credit. The College charges a $12 per credit institutional fee and charges varying program fees.

Students who withdraw from the College may be entitled to a tuition refund. Students in full-time programs may receive a refund according to the following refund schedule:

1. Postsecondary students who notify the College in writing 10 days prior to the start of the semester will be refunded the campus fee (excluding a $25 processing fee) and 100% of any tuition payments.
2. A 100% tuition refund the first week of class.
3. A 50% tuition refund the second week of class.
4. No tuition refund will be issued after the second week of class.
5. Program and Institutional fees are not refundable once class(es) begins.

Tuition will be refunded within three weeks after the refund request form is completed. Students who receive Title IV aid may qualify for a refund under the Federal Refund Policy. Refunds for students with Title IV aid will be distributed in the following order:

1. Unsubsidized Federal Direct Stafford Loans.
2. Subsidized Federal Direct Stafford Loans.
3. Federal Direct PLUS Loans.
5. Other federal, state, private, or institutional sources.

Informing the Public

Salina Tech provides accurate and timely information to all the constituencies it serves, in the most reasonable and accessible format possible. All publications, regardless of format, are updated as needed or at least annually. Updating occurs by a thorough review that involves staff and cabinet.
Admissions, transfer, tuition and fees, refund policy, and all other information in the catalog are updated at least on an annual basis. All other publications that provide information to the public are updated annually. Student Services personnel coordinate the distribution of these materials to the public at various locations.

**Academic Probation and Suspension**

Students with less than a (2.0) GPA at the end of the semester are placed on academic probation for the following semester. If the student fails to meet the academic standard during the probationary semester, he/she will be subject to suspension for one full semester.

To appeal, a student may write a letter to the Vice President of Student Services stating reasons for a waiver of suspension. The letter is given to an appeals committee consisting of the Vice President of Student Services, program instructor and one additional instructor. The student remains in college until the appeal is final. If the appeal is granted, the student is reinstated on probation with possible conditions.

All requests for re-admission to the College shall be submitted to the Vice President of Student Services, who will facilitate the process of re-admission to the College.

**Grievance and Complaint Procedures**

A grievance is an action filed by a student or group of students stating a belief that the educational process is being hampered or individual rights/freedoms are being denied through violation of a College policy, procedure, or practice. It requires a request for some specific action to occur. The petitioner states the grievance in written form to the Vice President of Student Services or College designee and should include:

1. What College policy, procedure, practice, or action is in question, and what rights or freedoms are they affecting.
2. When and where this occurred.
3. What informal attempts were made to resolve the matter.
4. What, in the individual's opinion, needs to be done to resolve the matter.

College administration will determine if the matter is a grievable offense. The matter will be closed if the situation is determined “not grievable” and the petitioner will be notified of the reasons.

Otherwise, the College designee will respond to the petitioner in writing within 15 days after receipt of the written grievance. If the response is satisfactory to the petitioner, no further action is necessary.

If the petitioner is not satisfied with the response of the College designee, the petitioner notifies the College designee to proceed to a hearing with the College Grievance Council. The College designee will convene the College Grievance Council within 15 days of the second notification from the petitioner. Notice shall be given to all parties at least seven days prior to the hearing.
unless the parties agree to a shorter time. The College designee will select an impartial Grievance Council to include three members, including: one student, one faculty member, and one administrator or classified employee.

The Council will hear statements from and may question the petitioner and respondent. The Council may accept statements in writing on behalf of the petitioner and/or respondent. The Grievance Council may pursue other actions it deems necessary to obtain pertinent information to fulfill its role.

Within 15 days after completion of the hearing, the Council will report its findings and decision to the College designee. The College representative must notify both parties of the decision in writing as soon as possible.

The right to appeal the decision is available for a period of 15 days after notification of the decision of the College Grievance Council. The request for an appeal must be submitted in writing to the Vice President of Administrative Services and include the original written grievance submitted to the Vice President of Student Services. The decision of the Vice President of Administrative Services is final.

**Residency Requirement**

All Kansas technical college students pay the same tuition rates regardless of residence.

**Accreditation Status**

The accreditation status of the College is listed on the College website and in the College Catalog as:

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Salina Tech is coordinated by the Kansas Board of Regents and fully accredited by the North Central Association Commission on Accreditation and School Improvement.
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Eligibility Requirement 8: Financial Capacity

The institution has the financial base to support its operations and sustain them in the future. It demonstrates a record of responsible fiscal management, including appropriate debt levels.

The institution:

- has a prepared budget for the current year and the capacity to compare it with budgets and actual results of previous years; and
- undergoes external financial audit by a certified public accountant or a public audit agency. For private institutions the audit is annual; for public institutions it is at least every two years. (Institutions under federal control are exempted provided that they have other reliable information to document the institution’s fiscal resources and management.)

The six year budget history reveals consistently responsible fiscal management. The College has always operated in the black. The Board of Trustees approved the FY10 budget on July 1, 2009, and approved the FY11 budget on July 26, 2010. To authenticate financial operations and procedures during the institution’s first independent year of operations in FY10, Salina Tech hired Clubine & Rettele Chartered, Certified Public Accountants, to provide consulting advice on financial operations.

Salina Tech hired the accounting firm Agler & Gaddert of Ottawa, Kansas, to perform the first annual financial audit for FY10. Agler & Gaddert have experience auditing several postsecondary institutions in Kansas. Harold Mayes, CPA, presented the audit findings at the February 28, 2011 Meeting of the Board of Trustees. The 2009/2010 Audit summary states: “An unqualified opinion with no incident of non-compliance.” The audit is available in the resource room.

Prior to the separation of Salina Tech from Salina Public Schools on July 1, 2009, all audits were conducted for the College as part of the annual audit of USD 305 and conducted according to Board of Education policy, which states: “An annual audit of the financial records shall be made by a reputable auditing firm and a copy of the report shall be furnished to each member of the board.” The audits for Salina Tech were included in the overall district audits and were reviewed and approved annually by the Board of Education. Even though Salina Tech was part of the USD 305 School District, the financial responsibilities of budgeting, revenue collections, and expenditures have been the sole responsibility of Salina Tech administration. Salina Tech has always been a financially self-sufficient institution.

The primary sources of revenue for the College are state postsecondary aid, state capital outlay, student tuition, student fees, and grants. Depending on funding and enrollment levels, the College generally operates on a budget around $3.2-$3.8 million and has approximately $2.5 million in reserves.
The College has consistently provided careful fiscal management that has kept revenues well above expenditures. The College has no debt.

**Funding Instructional Programs**

The overall fiscal planning of the College is a continual process involving the instructional staff and administration. Each December instructional staff members review capital expenditures needed for their programs of study. The emphasis at this time is on new and emerging technologies. Department chairpersons are responsible for gathering the relevant data for future technology, equipment, and facility needs. This data is then transferred to a [three-year plan worksheet](#). The Vice President of Instruction and Vice President of Administrative Services then meet each spring to review the total requests each program has submitted. The items submitted are listed in priority from most urgent to least urgent and must be identified as to whether the request is a replacement or new item. The Vice President of Instruction works closely with faculty to make certain the equipment supports the educational objectives of each course and program of study.

The Vice President of Administrative Services in conjunction with the Vice President of Instruction brings all requests together to determine immediate needs as compared to available funds. This process ensures that instructional integrity is achieved, financial resources are well managed, and overall purchases are pooled and combined where possible to better utilize existing funds.

The program supply budgets provide instructional staff with the ability to purchase necessary supplies to carry out the program instructional goals. The amount charged per student in program fees is allotted to the applicable program, and this amount becomes the department supply budget. Programs also have individual small equipment budgets to be spent at their discretion.

The following chart indicates actual expenditures for the educational programs of the College for the prior three fiscal years. The total amounts expended on direct instruction-related costs represent 54% of total expenditures in FY08, 52% of total expenditures in FY09, and 56% of total expenditures in FY10. These expenditures are pure instructional costs and do not include student services, learning resources or maintenance/utilities-related instructional costs.

<table>
<thead>
<tr>
<th>Table 2.1</th>
<th>Actual Instructional Cost Expenditures for Educational Programs</th>
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<td>FY 2008</td>
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<tr>
<td>Instructional Salaries</td>
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<td>Employee Benefits</td>
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<td>Total Instructional Costs</td>
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Eligibility Requirement 9: Administration

The institution has a Chief Executive Officer appointed by its governing board.

The institution has governance and administrative structures that enable it to carry out its operations.

Chief Executive Officer

The Board of Trustees approved the hiring of the President on February 23, 2009. The President’s first day was March 9, 2009. Employees, students, and members of the community participated in the hiring process with the Board of Trustees. The “Presidential Vacancy Announcement” outlines the hiring process used by the Board of Trustees for hiring the President. A national search was used to assemble a strong pool of candidates from which to select the first Salina Tech President.

Board of Trustees-President Relationships are defined on pages 25-29 of the Board Policy Manual. The Board Policy Manual addresses evaluation on page 26. Nonrenewal is addressed on page 27 of the policy manual and further defined in the President’s employment contract.

The duties of the President/CEO of Salina Tech are listed on page 7 of the Board Policy Manual. The President is the Board of Trustees’ official link with the operating organization. The President is accountable to the Board of Trustees. The President’s performance is considered synonymous with the organizational performance of the College as a whole.

The management, control and operations of the College are primarily the responsibility of the President as best described on page 10 of the Board Policy Manual. Board of Trustees intent on College operational decision-making is defined on page 25.

Nineteen monitoring reports on pages 30-34 help the Board of Trustees evaluate the strategic direction and performance of the institution, which the President is responsible for achieving.

Governance and Administrative Structures

At the special Board of Trustees meeting on July 1, 2009, the Board of Trustees adopted a modified version of the Policy Governance model which includes Ends, Executive Limitations, Governance, and Board-President Relationship. However, the Board determined it was in the best interest of the institution to have oversight of certain “means” that this model would normally delegate, such as:
• Enrollment monitoring reports.
• Approval of degree programs.
• Approval of building projects.
• Participation in the strategic planning process.
• Approval of personnel actions as required by state law.

In addition to the President/CEO, the leadership model includes a Chief Financial Officer – Vice President of Administrative Services; a Chief Academic Officer – Vice President of Instruction; and Chief Student Services Officer – Vice President of Student Services. These three administrators, along with the President, meet weekly President’s Cabinet to oversee institutional operations.

The Cabinet Advisory Council (CAC) meets once a month with President’s Cabinet. CAC includes two elected faculty and one person each from classified staff, professional/technical staff, and student government. The Cabinet Advisory Council makes decisions, provides input, and influences policy in many areas. They also serve as a communication conduit to and from their respective employee groups.

A variety of committees allow the College to carry out its operations effectively:

Academic Affairs Committee. A faculty driven committee responsible for curriculum decisions and guidance for other instructional subcommittees.

Assessment Committee. A faculty driven committee responsible for assessment of student learning process at SATC.

Steering Committee. A committee responsible for guiding accreditation activity.

Grounds and Facilities Committee. Responsible for facility maintenance oversight, improvement, and input on facilities planning.

Professional Development Committee. This committee recommends and designs faculty in-services and other professional development opportunities.

Program Advisory Committees. Each Salina Tech department has an advisory council consisting of members of the industry throughout the region. The council makes recommendations on curricular decisions, technology and skills students need for employment.

The FY12 Organizational Chart identifies the functional structure of the organization.
Eligibility Requirement 10: Faculty and Other Academic Personnel

The institution employs faculty and other academic personnel appropriately qualified and sufficient in number to support its academic programs.

Salina Tech expects all technical instructors to have a minimum of an associate’s degree (or a plan to earn one within four years of employment) and five years of trade and industry experience or a professional certificate, such as ASE master mechanic status (Table IS.11). General education instructors are required to hold a minimum of a master’s degree with 18 graduate credits in content area.

In FY10, Salina Tech employed 20 experienced full-time and one three-quarter time technical instructors. The College uses adjunct and part-time faculty to teach the remaining general education and continuing education courses. The faculty job description and the Faculty Negotiated Agreement clarify roles, responsibilities and the evaluation process. Each program faculty has a unique job description.

Technical instructors teach the entire curriculum or share instructional responsibilities with other instructors on the campus. They obtain and maintain professional certificates and program accreditation where applicable. They oversee budgets, equipment and supplies and build relationships with business and industry representatives in their respective fields. Faculty members are required to attend in-service activities, participate on the College committees, and attend staff development activities. All faculty members participate in assessing and documenting student learning.

Oversight and administration of all academic programs, program growth, program review and quality is the responsibility of the Vice President of Instruction, who is the Chief Academic Officer. A Director of Continuing Education provides support in credit and noncredit instruction and is responsible for adjunct faculty, part-time trainers, short-term certificates, continuing education, and customized training. One instructional administrative assistant serves the instructional division.

The Vice President of Instruction is responsible for faculty evaluations. New faculty members without teaching experience are required to take an instructional preparation course from Pittsburg State College or Hutchinson Community College. Salina Tech also has a required orientation program for all new full-time faculty members to help them prepare for classroom instruction. The institution has a mentoring program where veteran faculty members assist new faculty members.

Technical faculty members are responsible for quality instruction that promotes program enrollment and graduate placement. Through the utilization of advisory committees, administrative assistance, student feedback, and state-wide curriculum alignment, they work hard to create quality programs that nurture the growth of students while meeting the needs of industry.
The Vice President of Student Services (Chief Student Services Officer) and Vice President of Administrative Services (Chief Financial Officer) work with the instructional team by providing support services. The Vice President of Student Services is responsible for student support services. The Vice President of Administrative Services oversees the instructional three-year equipment plan and other instructional related funding needs.

Through the combined teamwork of these individuals, academic quality is ensured, student success is maximized, instructional relevancy is maintained, and cultural health is nourished. The Salina Tech graduation from 2010 IPEDS data was 81%.

The President is the Chief Executive Officer responsible for overall institutional quality, including monitoring of instructional quality through analysis of assessment of student learning data, program review process, program enrollment data, and survey instruments.

Faculty committees are established for overseeing curriculum, instruction, and assessment. The Academic Affairs Committee approves all curriculum for the College. Membership for the Academic Affairs Committee includes the Vice President of Instruction (ex-officio), Registrar (ex-officio), Director of Continuing Education, 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, an example of which might be a voting member of student government. The committee meets monthly with additional meetings as warranted. Instructors or administration make program recommendations to the committee. The President’s Cabinet, Board of Trustees, Kansas Postsecondary Technical Authority, and Kansas Board of Regents must approve all new instructional programs. KBOR does not need to approve certificates of less than 16 credits.

The Assessment Committee oversees the Program Assessment Plan for each technical program and makes recommendations for improvement of these plans. This faculty-driven committee includes four faculty members, the Vice President of Instruction, and two other members. Meetings are scheduled by the committee as it deems appropriate.

Faculty credentials and experience are explained in the institutional snapshot in Appendix A.
Eligibility Requirement 11: Learning Resources

The institution owns or has secured access to the learning resources and support services necessary to support the learning expected of its students (research laboratories, libraries, performance spaces, clinical practice sites, museum collections, etc.).

The Learning Resources services are located in two computer labs in Building A. Learning Resources are open 8:00 a.m.-5:00 p.m. Monday-Friday, during the hours most students are on campus. The Learning Resources computer lab is open for students who want to use the lab for research, writing papers, testing, and homework. A second computer lab was built in the spring of FY11 to provide students with additional learning resources access. The Learning Resources Specialist (LRS) provides academic support in a variety of ways:

1. The early alert process provides assistance to students who are struggling within the first few weeks of the semester. Instructors notify the Learning Resources Specialist of students who are not attending class or show early warning signs of poor performance. The Learning Resources Specialist 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 Learning Resources Specialist works with the student and/or instructor as needed.

2. Career and placement services are available for students looking for jobs or needing assistance with career assessment. The Career/Placement website offers additional search assistance at http://www.salinatech.edu/student_services/career_services.shtml. Interview workshops and job placement board are available.

3. Testing services are available and include the COMPASS® placement test, a variety of technical skills testing (WorkKeys®, NOCTI), and instructional make up tests. The Learning Resources Specialist can provide aptitude testing and career inventories. The College will be a testing site for Prometrics in FY12.

4. Students may receive tutoring and ESL assistance through Learning Resources in technical and general education classes.

5. On-line electronic library services are available in the computer lab to supplement individual technical program libraries. Salina Tech also has an agreement with Kansas State University-Salina Library for library services. The K-State Library is adjacent to the Salina Tech campus. Most technical programs have a library or share a library with another program in their program area. Each has reference materials, print media, and other books specific to the program.

Most of the technical programs have technical labs or classroom/lab settings where students receive hands-on instruction and practice their skills. Instructors develop learning environments
specific to the demands of the industry that the course or program serves. Instructors utilize input from advisory council members to create relevant lab learning environments.

The College’s recently installed, accessible wireless environment has expanded access to additional learning resources. Wireless is available campus-wide to allow students, faculty, staff, and visitors accessibility to a vast variety of web based resources and services.

**Clinical Settings**

Students enrolled in healthcare programs are required to participate in a clinical experience. For example, students in the Dental Assistant program participate in clinical experience at a variety of dental offices. Medical Assistant students are required to participate in clinical settings to demonstrate and learn skills.
Eligibility Requirement 12: Student Support Services

The institution makes available to its students support services appropriate for its mission, such as advising, academic records, financial aid, and placement.

Student Services is located in Building A and provides much of the student and learning support at Salina Tech including admissions and registration, academic advising, financial aid, accessibility services, enrollment management, student information system, marketing/advertising/publications, and recruiting. A total of six staff members perform these services, with some assistance from part-time staff.

The Student Services department serves as the reception office for the College, coordinating the flow of information to multiple areas (phone calls, walk-in campus traffic, website and email inquiries, social networking, answering questions, full-time program, and continuing education informational guides, financial aid and veterans' services). Student Services staff members also support other departments such as Instruction (including Faculty), Continuing Education, Learning Resources, and the Business Office as needed whether it be clerical, reception, proctoring, and/or other support. The Vice President of Student Services and Student Services staff members manage the College website content and updates to social networking sites.

Services provided for students with disabilities include needs assessments; requests for accommodations; identifying expectations and requirements; documentation; grievance procedures; and other services. The Vice President of Student Services coordinates services with the Learning Resources Specialist and/or instructional or support staff to assist students with disabilities; students who need academic tutoring and/or adaptive technology; or assistance accessing library services. As needed, the Vice President of Student Services works with third parties, such as Vocational Rehabilitation, to coordinate services for students.

Advising and counseling services are available for new students from the Vice President of Student Services. Generally, the Vice President or Director of Admissions and Registration meets with students to get them initially enrolled then works with students interested in seeking an AAS Degree or transferring to another college. The Vice President of Student Services also provides basic counseling to students and/or referrals to community resources for students who need professional counseling or unique services.

Coordination of campus events and activities are facilitated by staff in Student Services. The College holds three student appreciation events a year: two BBQs and one winter event. These events are free opportunities for students to socialize on campus and/or bring family and friends to meet and mingle with other students. Three or four additional student events such as golf, bowling, and paintball encouraged students to get to know one another outside of class. Students are offered the opportunity to participate in Kansas State University of Salina intramurals and student life activities ranging from sports to building electric Baja cars to movie nights.
Coordination of pre-enrollment activities including open houses, recruiting tours, enrollment days, and recruiting visits to high schools are planned by Student Services staff members. The Director of Admissions and Enrollment and the Recruitment Coordinator take the lead in these projects. The Recruitment Coordinator is responsible for recruiting activities such as attending state-wide KACRAO College Planning Conferences; individual and group campus tours for interested students; educators, parents and/or civic/community groups; and maintains the student contact and follow-up process–by mail, in person, phone, or online. The Vice President of Student Services and Student Services staff members facilitate annual Summer or Day Camp activities for 7-9th graders to experience careers in technology represented on the College campus and in their local community.

Assistance with federal, state, and other financial aid processes are provided and applicable ADA, Veterans Administration, HEOA and/or FERPA compliance regulations are upheld by qualified staff in Student Services. The Director of Admissions and Enrollment and/or the Director of Financial Aid are primarily accountable for reporting, transcripting, maintenance, compliance, and confidentiality of any and all student records—academic or financial aid related. These staff members are also the Certifying Officials for Veterans Administration benefits. Student Services has the responsibility for implementation of the SONISWEB® student computer information system conversion process. The Registrar certifies all grades and academic records in SnapGrades (the online grade book for College faculty and students), transfers grades into the SONISWEB® system to create academic records for each student and reports them to any local high schools where students are concurrently enrolled.

The Vice President of Student Services is responsible for the oversight of the marketing and advertising budget including all ads (in any medium), publications, and/or web-based materials promoting the College. The Vice President of Student Services creates an annual Enrollment Management Plan which drives much of the outreach, marketing, and recruiting efforts of the College.

In conjunction with the Vice President of Instruction and Learning Resources Specialist, the Vice President of Student Services assists with career placement services. Students may participate in workshops and assignments throughout the year focused on preparing resumes, polishing interview skills, and utilizing job search engines and/or performing employment searches. Each graduate from the College has a professional resume and has had the opportunity for one mock interview to help prepare them for the world of work.
Eligibility Requirement 13: Planning

The institution demonstrates that it engages in planning with regard to its current and future business and academic operations.

The new Board of Trustees set planning as a top priority for the President. Strategic planning was on the agenda at the first Board of Trustees meeting the President attended in March 2009. As a result, the strategic plan and operational plan were developed; and indicate a strong commitment to the importance of planning, including the process used to create the plans. The operational plan also demonstrates an understanding of regional accreditation, focusing many action items on improving institutional quality in criterion areas.

Examples of planning structures, processes, and schedules include the following:

1. **Strategic planning.** The President’s Cabinet and Cabinet Advisory Council acted as a “strategic planning committee” that reviewed and summarized information collected from multiple internal and external constituents in 2009. Faculty also had two group meetings to review and edit the strategic plan. The Board of Trustees reviewed and edited the Salina Tech 2009-2012 Strategic Plan at a retreat before approving the plan on July 1, 2009.

2. **Operational planning.** The institution creates an annual operational plan to carry out the strategic plan. Senior administrators set goals based on the strategic plan to create the operational plan. These goals are also included in their annual performance planning. The document is updated approximately quarterly.

3. **Energy planning.** A 2008 energy audit and detailed “Feasibility Assessment” study was conducted for the campus. The report explored a complete energy audit of all Salina Tech buildings. This report is being used to drive future remodeling and energy savings plans.

4. **State Performance Agreement.** The Kansas Board of Regents requires all postsecondary institutions to develop and implement a Performance Agreement plan for each academic year. Performance in various areas is included in the agreement and results are reported to KBOR each year. Salina Tech has performed well in the various areas identified in the Performance Agreements.

5. **Assessment planning.** An Assessment Committee provides oversight for future assessment activities. This is a faculty led committee. Assessment plans are on an annual cycle; the initial plan is due in September and results/analyses are due in May. The committee developed an assessment of learning template. All programs are assessed annually. Up to date assessment information can be found on the website at http://www.salinatech.edu/faculty_and_staff/assessment/index.shtml.

6. **Curriculum planning.** The Academic Affairs Committee provides oversight for curriculum planning and initial program approval. This committee meets monthly or more often as
needed. The Vice President of Instruction forwards new program approvals to Cabinet, Board of Trustees, and the Kansas Board of Regents.

7. **Enrollment planning.** The Vice President of Student Services is working with staff to develop the institution’s Enrollment Management Plan. Data has been collected on enrollment demographics as partially presented in the overview. Initial improvements have been made to the website, advertising strategies, and appearance of publications.

8. **Equipment and technology planning.** Salina Tech has a plan for equipment and technology purchasing. In December of each year, faculty members are asked to begin the process of assessing the needs of both their individual programs and the overall Salina Tech campus. The plan developed is called the “three year plan.” Faculty members are encouraged to think “high tech” in their planning seeking out those new and innovative technologies that pertain to their industries. The Vice President of Instruction and the Vice President of Administrative Services, who works with facilities, budgets and equipment, meet with instructional staff in the spring for an overview of each program’s three year plan. Plans are finalized in May and submitted to both the Vice President of Administrative Services and the Vice President of Instruction. During the following spring and summer, when funding amounts for Carl Perkins and state Capital Outlay are determined, both Vice Presidents discuss and allocate funds for each program. This format allows specific targeting of purchases that fit into the funding requirements of each category. This also enables the Vice President of Administrative Services to pool common items and common needs in the purchasing process to obtain optimum pricing. When instructional faculty report back in the fall, a complete report is given to them that outlines their department budgets for supplies, tools (if applicable) books, and equipment.

9. **Facilities Planning.** The College is diligent in its efforts to provide a safe environment for its students and employees. A staff consisting of a Director of Maintenance, building mechanic, and two custodians provide the primary care and inspection of facilities. The Director of Maintenance performs walk-through inspections and is also notified of any concerns by the building mechanic and custodians. If the deficiencies are minor, they are corrected immediately. If they rise to the level of administrative involvement, and if it is more complex, the Vice President of Administrative Services is notified. Instructional staff members fill out a program building maintenance form for any alterations or repairs they would like to have completed during the year or summer.

   The College complies with all required safety and environmental monitoring including, but not limited to: 1) sprinkler system annual inspection, 2) fire alarm systems annual inspection, 3) fire extinguisher annual and monthly inspections, 4) water backflow annual inspections, 5) hazardous waste weekly inspections, monitoring and removal, 6) and yearly the Salina Fire Marshall completes a facility inspection.
Eligibility Requirement 14: Policies and Procedures

The institution has appropriate policies and procedures for its students, administrators, faculty, and staff.

A number of operational and personnel policies were in place and updated as part of the transition process, notably the Employee Handbook and College Catalog. Other documents had to be created. These include the Board Policy Manual, Administrative Handbook, Faculty Handbook and the Faculty Negotiated Agreement.

In creating the Board Policy Manual and Administrative Handbook, the Board of Trustees and staff reviewed the policies and procedures of all the technical colleges in the state, choosing those they felt were best practices for the new College.

The process used by the organization for initial creation or update of the above documents in FY09, while varying somewhat depending on the document, was consistent. A small team consisting of Board of Trustees members, employees, and, if appropriate students, either created or updated an existing document. The document was then reviewed and edited (several times) by a broader based group of administrators, Board of Trustees members, faculty, staff, and, if appropriate, students. In each process there was a non-hierarchical leadership style. Board of Trustees members and employees worked together as a team to craft policy and procedure. After July 1, 2009, document updating, except the Board Policy Manual, is the responsibility of the administration.

These six documents provide internal constituencies with the majority of information about College policy and procedure:

- The Board Policy Manual states the Board of Trustees is responsible for changes in its own policy manual and the president is responsible for recommending changes to the Board of Trustees. The Board Policy Manual primarily focuses on broad policies including: Board “ends,” governance and operations philosophy and guidelines, Board of Trustees-President relationship, and monitoring reports.

  The majority of the remaining institutional policies and procedures are the responsibility of the President. The board of Trustees and President agreed the focus of the annual summer retreat on June 21, 2011, will be Policy Governance training. Included in this professional development activity will be policy overview and analysis.

- The Administrative Handbook includes policy and procedure regarding records, fiscal management, facilities operation, and personnel policy and procedures. The Board of Trustees initially developed the handbook in 2008/2009 with employees from the College by selecting best practices at other colleges. It was approved by the Board of Trustees on July 1, 2009.
The College Catalog includes the College calendar, consumerism/student right to know information, Student Services information, Learning Resources information, academic information, institutional information, and AAS degree and certificate information.

The Faculty Handbook addresses a variety of instructional policies and procedures including grading, attendance, absences, guest speakers, incomplete grades, tool rentals, repair work orders, shop/lab safety and a variety of other processes endemic to faculty.

The Faculty Negotiated Agreement identifies hours and amounts of work, leave practices, salary and additional compensation, professional evaluation, provisional employment and disciplinary action, reduction in force, grievance procedure, retirement and other areas.

The Employee Handbook includes information on leaves, hours and amounts of work, grievance, timesheets, extended hours, and a variety of institutional policies. The institutional policies are consistently applied to all employees and are included in the Faculty Handbook.

Salina Tech adheres to Kansas Board of Regents policies and procedures.

Policy and Procedure Regarding Student Complaints

Depending on the nature and source of the complaint, the organization employs several strategies. The Student Conduct Code in the College Catalog provides guidance for students who have a grievance or complaint about their grade or academic suspension and probation. In addition, the Vice President of Student Services maintains a Student Complaint Log to track written student complaints to senior administrators.

As the campus is small, administrators are accessible and students have open access to administrative staff. The institutional customer service philosophy is to provide guidance and support to any student. Generally, students are encouraged to attempt to resolve complaints, especially those related to instruction, at the lowest level with the program instructor(s).

Another significant avenue is the Student Government Association (SGA). SGA is a part of the Cabinet Advisory Council that meets once a month with President’s Cabinet. Here students have a voice in an important decision making body. Students frequently provide suggestions through this committee. The College President attends at least one student government meeting each semester to foster open communication with student leaders.

The organization collects survey data from current students and graduates. The institution uses information in survey results to evaluate and make improvements in customer service and instruction.
Eligibility Requirement 15: Current Activity

The institution has students enrolled in its degree programs. (To be granted initial accreditation, an institution must have graduated students from at least one degree program.)

Kansas Statute 72-4412(n) defines an Associate of Applied Science degree as a program that is offered and maintained by a technical college; composed of vocational, technology, and general education courses of instruction for which individuals may earn college credit; and designed to prepare individuals for gainful employment or qualify individuals to transfer to another college or university; and that after satisfactory completion of the requirements for graduation, results in the conferral of an associate of applied science degree.

Kansas Statutes 72-4477a and 72-4470a granted Salina Tech the authority to award the Associate of Applied Science degree. The Kansas Board of Regents approved Salina Tech’s request to award the Associate of Applied Science degrees in April of 2009. All certificate programs have had students enrolled since 1965 and have graduated thousands of students in these programs with technical certificates. The first AAS degrees were awarded in 2009.

The following table illustrates graduation data for certificates and degrees at Salina Tech the past four years by program. More information is available on request.
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<td>6</td>
</tr>
<tr>
<td>Construction Technology</td>
<td>6</td>
<td>5</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>Dental Assistant</td>
<td>13</td>
<td>9</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Diesel Technology</td>
<td>10</td>
<td>13</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Electrical Technology (new)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electronic Engineering Technology</td>
<td>10</td>
<td>4</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Environmental Technology</td>
<td>29</td>
<td>39</td>
<td>22</td>
<td>16</td>
</tr>
<tr>
<td>HVAC</td>
<td>17</td>
<td>13</td>
<td>12</td>
<td>14</td>
</tr>
<tr>
<td>Machine Tool Technology</td>
<td>5</td>
<td>3</td>
<td>11</td>
<td>1</td>
</tr>
<tr>
<td>Medical Assistant</td>
<td>5</td>
<td>11</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>Welding Technology</td>
<td>9</td>
<td>7</td>
<td>17</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>157</strong></td>
<td><strong>155</strong></td>
<td><strong>9</strong></td>
<td><strong>136</strong></td>
</tr>
</tbody>
</table>
Eligibility Requirement 16: Integrity of Business and Academic Operations

The institution has no record of inappropriate, unethical, and untruthful dealings with its students, with the business community, or with agencies of government. The institution complies with all legal requirements (in addition to authorization of academic programs) wherever it does business.

The College has no record of inappropriate, unethical, or untruthful dealings with students, the business community, or agencies of government. The College has an excellent audit history that includes A-133 Audits, Financial Audits, and Civil Rights/Perkins Audits.

The College keeps records of student progress and follows FERPA laws. Student Services employees participate in conferences and webinars to make certain new federal policies and regulations are being adhered to in consumerism, financial aid, FERPA, veterans affairs, and other areas of regulatory oversight.

Instructional faculty and staff members participate in meetings and conferences to make certain new state and federal policies are being adhered to in Perkins, State Performance Agreements, and state curriculum alignment.

Business office staff adhere to strict fiscal accounting procedures and endeavors to secure its goods and services from responsible merchants and vendors. The College received an excellent report after its first independent financial audit. In addition, previous financial audits as part of USD 305, did not reveal any serious issues of financial integrity. The accounting procedures used by the College comply with the Generally Accepted Accounting Principles (GAAP) as recommended by the American Institute of Certified Public Accountants (AICPA). The FY10 financial audit was presented to the Board of Trustees by the auditor on February 28, 2011 during a regular public meeting.

The Board Policy Manual is written to ensure integrity in College operations. As noted on page 8, “The Board of Trustees will govern Salina Area Technical College in accordance with federal and state laws, Board of Regents policies and procedures, and the Board Policy Manual.” On page 11, the Board of Trustees identifies several control procedures to protect and oversee the financial integrity of the College. Several monitoring reports also speak to financial integrity: financial audit, budget approval, six month budget report, administrative verifications, and enrollment reports. The Board of Trustees chair may also exercise the right of inspection of College records at any time.

In addition to maintaining fiscal and financial responsibility, the College assures integrity with regard to its compliance with state and federal regulations in the classroom and laboratory/shop setting. For example, all hazardous waste is disposed of in compliance with these regulations. In addition, OSHA standards are maintained and inspections of fire extinguishers and sprinkler systems are conducted on regular intervals.
The College practices safety procedures. Departmental handbooks may provide an overview of safety procedures. Each classroom has a variety of safety information for employees and students to access in case of emergencies. Many programs have an OSHA class as part of the curriculum. All employees receive bloodborne pathogen training annually. The Fire Marshall inspects facilities on a prescribed schedule. Fire extinguishers, fire alarms, and sprinkler systems are inspected and certified annually.

The College has a commitment to non-discrimination and harassment and has a non-discrimination policy, harassment policy, and a Student Code of Conduct.

The College has a history of honesty and integrity in its operations. This integrity is protected by a dynamic Board of Trustees, who are community and business leaders.
Eligibility Requirement 17: Consistency of Description Among Agencies

The institution describes itself consistently to all accrediting and governmental agencies with regard to its mission, programs, governance, and finances.

Salina Tech is a public, open entry, two-year institution located in Salina, Kansas. It has an independent governing Board of Trustees and operates under the Kansas Board of Regents. The following statement regarding accreditation is in the College Catalog and on the College website:

Salina Tech is coordinated by the Kansas Board of Regents and fully accredited by the North Central Association Commission on Accreditation and School Improvement.

The United States Department of Education provides the following information on Salina Tech:

The Secretary of Education (Secretary) has determined that Salina Area Technical College (Institution) satisfies the definition of an eligible institution under the Higher Education Act (HEA) of 1965, as amended. Salina Area Technical College will be listed in the Directory of Postsecondary Institutions published by the U.S. Department of Education (Department).

One of the institutional eligibility requirements is that the institution must admit as regular students only persons who have a high school diploma; have the recognized equivalent of a high school diploma; or are beyond the age of compulsory school attendance in the state in which the institution is physically located (see 34 CFR 600.4, 5 or 6). This means if the student is not yet beyond the age of compulsory school attendance in the state in which the institution is physically located, the institution can only enroll the individual as a regular student if he or she has a high school diploma or its equivalent.

One of the student eligibility requirements is that an eligible student is one who is not enrolled in either an elementary or secondary school (see 34 CFR 668.32). This means that an institution cannot accept as a regular student at this school, an individual who is also enrolled at the same time in elementary or high school.

The postsecondary educational institution listed above and the United States Secretary of Education agree that the institution may participate in those student financial assistance programs authorized by Title IV of the Higher Education Act of 1965, as amended (Title IV, HEA programs) indicated under this Agreement and further agrees that such participation is subject to the terms and conditions set forth in this Agreement. As used in this Agreement, the term "Department" refers to the U.S. Department of Education.

The Veterans Administration provides the following information on Salina Tech:
Salina Area Technical College (Salina Tech) is considered an IHL or Institution of Higher Learning by the Department of Veterans Affairs (VA) and their programs and policies have been approved by the Kansas Commission of Veterans Affairs to provide training to veterans and their eligible dependents. Salina Tech students have the option of completing a technical certificate or Applied Associates Degree of Science. All programs listed inside this brochure with an * after the title are eligible at this time for VA benefit use—Full-time Programs and Short-Term Continuing Education. Other courses or programs listed may be approved on an individual basis, please ask for details.

The monthly entitlement is based on many factors including course load and length of active duty service. Students should contact the VA for more information about entitlements.

To use your GI Bill at Salina Tech, students must first apply for benefits from the VA. Once the VA has processed the application, they will provide a “Certificate of Eligibility” and students should bring a copy to Student Services to get started. From there, our VA representative will walk you through the aid process step by step.

Veterans: Salina Tech’s programs and policies have been approved by the Kansas Commission on Veterans Affairs to provide educational services to veterans and their eligible dependents.

The College describes itself in the IPEDS section called “institutional characteristics” as:

<table>
<thead>
<tr>
<th>Educational Offerings</th>
<th>Occupational</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control</td>
<td>Public</td>
</tr>
<tr>
<td></td>
<td>Primary Control: State</td>
</tr>
<tr>
<td></td>
<td>Secondary Control: Other</td>
</tr>
<tr>
<td>Award Levels Offered</td>
<td>Less than one academic year</td>
</tr>
<tr>
<td></td>
<td>Less than two academic years</td>
</tr>
<tr>
<td></td>
<td>Associate’s degree</td>
</tr>
<tr>
<td></td>
<td>At least two, but less than four academic years</td>
</tr>
<tr>
<td>Calendar System</td>
<td>Semester</td>
</tr>
<tr>
<td>Levels of Enrollment offered:</td>
<td>Full-time Undergraduate</td>
</tr>
<tr>
<td></td>
<td>Part-time Undergraduate</td>
</tr>
<tr>
<td></td>
<td>Full-time First-time, degree/certificate-seeking undergraduate</td>
</tr>
<tr>
<td></td>
<td>Part-time First-time, degree/certificate-seeking undergraduate</td>
</tr>
</tbody>
</table>
The College presents itself consistently to program accrediting agencies. The self study for Dental Assisting to the Council on Dental Accreditation and NATEF accreditation documents are available in the resource room for the visiting team to review.

The NCA-CASI self study is an “online” submission, however, comments from the NCA-CASI visiting team are available in the resource room. This document should verify consistency in how the College presented itself to this organization.
Eligibility Requirement 18: Accreditation Record

The institution has not had its accreditation revoked and has not voluntarily withdrawn under a show-cause order or been under a sanction with another accrediting agency recognized by CHEA or USDE within the five years preceding the initiation of the Eligibility Process.

Salina Tech has never been denied accreditation nor had accreditation terminated at the institution or program level.

The College is fully accredited by the North Central Association Commission on Accreditation and School Improvement. Contact information for NCA-CASI is:

- Chelle Travis
  - Vice President for Postsecondary Education
  - Phone: (888) 413-3669, ext. 6927
  - ctravis@ncacasi.org

- Brenda Mason
  - Asst. Director for Postsecondary Education
  - Phone: (888) 413-3669, ext. 6978
  - bmason@ncacasi.org

Mailing Address:
Postsecondary NCA CASI Education Office
Marshall University
100 Angus E. Peyton Drive
South Charleston, WV 25303

The Dental Assisting program is accredited by The Council on Dental Accreditation of the American Dental Association (CODA). Contact information for CODA is:

- Commission on Dental Accreditation
  - 211 E. Chicago Ave.-Suite 1900
  - Chicago, Illinois 60611-2678

  - Patrice Renfrow
  - Manager, Dental Assisting and Dental Laboratory Technology Education
  - (800) 621-8099 ext 2705

Auto Collision Repair, Automotive Technology, and Diesel Technology are all accredited by National Automotive Technicians Education Foundation (NATEF), a division of ASE. Contact information for NATEF is:

- National Automotive Technicians Education Foundation
  - 101 Blue Seal Drive, SE, Suite 101
  - Leesburg, VA 20175
  - (703) 669-6650 Fax: (703) 669-6125
Eligibility Requirement 19: Good Faith and Planning to Achieve Accreditation

The board has authorized the institution to seek affiliation with the Commission and indicated its intention, if affiliated with the Commission, to accept the Obligations of Affiliation.

The institution has a realistic plan for achieving accreditation with the Commission within the period of time set by Commission policy.

At the September 2007 Salina Public Schools USD 305 (USD 305) Board of Education (BOE) Meeting, the BOE voted for Salina Area Technical School to pursue becoming Salina Area Technical College starting July 1, 2008, and pursue accreditation from the Higher Learning Commission of the North Central Association of Colleges and Schools (HLC-NCA).

The USD 305 BOE submitted a technical college application and transition plan to the Kansas Board of Regents. The Kansas Board of Regents approved the request to change Salina Area Technical School to Salina Area Technical College and to pursue accreditation from the HLC-NCA at the April 2008 Kansas Board of Regents Meeting.

Upon review of this new eligibility requirement, the Board of Trustees determined at its April 2011 meeting that the Board of Trustees had not “formally” authorized administration to pursue affiliation with the HLC-NCA after independently separating from USD 305 on July 1, 2009. While the Board of Trustees has always supported HLC-NCA accreditation, to validate this minimum expectation, the Board of Trustees passed an action item at the Board of Trustees Meeting on May 23, 2011, authorizing Salina Tech administration to pursue independent affiliation with the HLC-NCA.

The Board of Trustees receives periodic monitoring report updates on HLC-NCA accreditation activities: Board of Trustees Minutes, August 24, 2009; Board of Trustees Minutes, November 22, 2010; Board of Trustees Minutes April 25, 2011.

- If the institution offers programs that require specialized accreditation or recognition in order for its students to be certified or sit for licensing examinations, it either has the appropriate accreditation or discloses publicly the consequences of the lack thereof.

The Dental Assistant Program has been accredited by CODA since 1997. This accreditation allows a Dental Assistant graduate to sit for the Dental Assistant National Board exam upon graduation if they choose. However, this is not a requirement for employment in the Dental Assistant field in Kansas. Anyone may sit for this exam after working in the dental field for two years.
If the institution is predominantly or solely a single-purpose institution in licensed fields, it demonstrates that it is also accredited by or applying to a CHEA- or USDE-recognized specialized accrediting agency for each field, if such agency exists.

Salina Tech is not a single purpose institution. It offers a variety of technical programs in manufacturing, healthcare, transportation, construction, and business. These programs do not require specialized accreditation.
Chapter THREE
CRITERION 1

3
MISSION
INTEGRITY
The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

Salina Area Technical College is a mission driven institution. The College integrates its mission into planning at many levels allowing for mission driven actions and decisions. The College developed its mission with broad based input from employees, students, and the community. The College carefully evaluates, through multiple measurement processes, whether the mission is being fulfilled.

Core Component 1a

The organization’s mission documents are clear and articulate publicly the organization’s commitments.

Creation of Mission Documents

In the Spring of 2009, all Salina Tech employees participated in multiple group and one-on-one strategic planning sessions to provide input for the College’s strategic plan. The Student Government Association (SGA) also reviewed and discussed the strategic plan. Input from business and community leaders was sought through 21 meetings at various businesses throughout the community and a large planning session was held with all program advisory committees. Other meetings were held with key personnel and staff from the Kansas Board of Regents to collect additional input for consideration in developing the College’s strategic plan.

Internal and external data such as state labor forecasts, chamber of commerce surveys, enrollment data, institutional research reports, graduate and job placement data, budget information, and state funding data were also collected and analyzed. The resultant Salina Tech Strategic Plan: 2009-2012 was approved on July 1, 2009, by the Board of Trustees. The College’s administrative team felt that a three-year strategic plan was appropriate given the significant climatic change for the College and throughout the world. In addition, the next strategic planning cycle that begins in 2012 will implement recommendations from the October 2011 HLC-NCA site visit.

Mission Documents

Salina Tech’s mission documents are included in the Salina Tech Strategic Plan: 2009-2012 and consist of the mission, vision, values, and strategic priorities. The mission statement describes the College’s primary purpose:
Mission Statement: 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.

Salina Tech’s vision statement defines the intended future state of the College. As a result of broad based constituency input four themes emerged:

Vision: To create a culture of excellence through innovation, collaboration, responsiveness, and empowerment.

The College’s value statements reflect the core operating beliefs of Salina Tech employees. These beliefs are shared through various College publications and identify how the College intends to work together as a cohesive team. They drive the College culture and how it interacts with its constituents. The first letter of each value area forms the acronym, LEARN:

**Leadership**
- We always strive for academic excellence.
- We support new ideas and creative risk taking.
  1. We demonstrate behavior that is ethical.
  2. We value open, honest, participative governance.

**Every Student**
- Our central priority is the education, safety, and welfare of our students.
- We create self sufficient, empowered learners.
- We encourage student participation and input in decision making.
- We value diversity and strive to increase access to education.

**Accountability**
1. We are accountable to our students, our community, and each other.
2. We will work as a team.

**Responsiveness**
- We are responsive to the needs of employers and our community.

**Nurturing Culture**
- We put the needs of others before our own.
- We create a “fear-less” environment.
- We embrace Lifelong Learning for ourselves, our students, and our community.
- We enjoy and encourage humor.

After the mission, vision, and values were created, College constituents identified five strategic priorities to direct the institution toward achieving its mission and vision. Each priority has a set of four to six goals and monitoring reports that examine the College’s progress toward priority achievement.
The Salina Tech Strategic Plan: 2009-2012 is included in the Employee, Faculty, and Student handbooks as well as the College Catalog. The strategic plan is available on the website. The mission and vision are posted throughout the campus. The College’s mission statement is also included in the Operational Plan and Enrollment Management Plan. Mission documents also guide the creation of annual employee performance goals.

The College’s strategic priorities, goals, and monitoring reports are reviewed each year at an open board meeting. In the fall of each year, program instructors also review the College’s strategic plan with their advisory committee.

Core Component 1b

In its mission documents, the organization recognizes and addresses the diversity of its learners, other constituencies, and the greater society it serves.

Salina Tech’s mission documents indicate a dedication to the College’s role in a multicultural world. Diversity influences many areas of planning, including the College’s mission, values, and strategic priorities. For example:

1. The mission statement recognizes a “diverse community of learners.”
2. The values statements include the value, “We value diversity and strive to increase access to education.”
3. Goal four of strategic priority three (enrollment and access) states, “Place particular emphasis on reaching underserved and nontraditional students.”
4. Criterion Three, Core Component 3c, identifies several recruiting initiatives aimed at expanding diversity.
5. The College secured two grants to improve diversity explained in greater detail in Criterion Three, Core Component 3c.
6. The College has been recognized by SHRMA (Salina Human Resources Management Association of Kansas) a local human resources organization, for its diversity efforts.
7. Past staff development activities have focused on diversity.
8. The Enrollment Management Plan tracks the diversity of the community population by ethnicity and economic status.
9. College enrollment data tracks student demographics by ethnicity, gender, and age.
10. Salina Tech has a non-discrimination policy published on all printed materials and passed its most recent state civil rights audit in 2010-2011. The non-discrimination policy is located on the home page of the College’s website and all application materials.
11. The Student Code of Conduct does not allow discrimination of any form.
12. In fall 2009, the College’s internal constituents, including all staff, Cabinet Advisory Council, and President’s Cabinet adopted the following diversity statement:

   The concept of diversity encompasses acceptance and respect. It means understanding that each individual is unique, recognizing and valuing our individual differences. These differences may be
racial, ethnic, gender, thinking style, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. It is the exploration of these differences in a safe, positive, and nurturing environment. It is about understanding each other and moving beyond simple tolerance to embracing and celebrating the rich dimensions of uniqueness contained within each individual.

13. Through the self study process, the Criterion One committee made the recommendation with input from the North Central Kansas Equality Coalition to update the diversity statement to include sexual orientation (in bold):

The concept of diversity encompasses acceptance and respect. It means understanding that each individual is unique, recognizing and valuing our individual differences. These differences may be racial, ethnic, gender, thinking style, socio-economic status, age, physical abilities, religious beliefs, political beliefs, sexual orientation or other ideologies. It is the exploration of these differences in a safe, positive, and nurturing environment. It is about understanding each other and moving beyond simple tolerance to embracing and celebrating the rich dimensions of uniqueness contained within each individual.

The College intensified its focus on recruiting minority students and hired a Spanish-speaking recruiter in 2008, who served in this capacity through 2010. The College also started advertising in La Voz, the Hispanic community’s newspaper serving north central Kansas and started producing promotional materials in both Spanish and English for campus and specific areas of Salina. As a result, as seen in Figure 3.1 and Figure 3.2, the College increased its Hispanic student population dramatically.
The diversity of Salina Tech’s FY10 student population closely matches or exceeds the diversity of the Salina community in most populations, as can be seen in Table 3.1.

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Salina Tech FY10</th>
<th>City of Salina</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>1.5%</td>
<td>2.1%</td>
</tr>
<tr>
<td>African American</td>
<td>3.3%</td>
<td>3.4%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>9.6%</td>
<td>8.3%</td>
</tr>
<tr>
<td>Native American</td>
<td>0.9%</td>
<td>0.7%</td>
</tr>
<tr>
<td>Unknown</td>
<td>12.2%</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td>4.5%</td>
</tr>
<tr>
<td>White</td>
<td>72.6%</td>
<td>81.1%</td>
</tr>
</tbody>
</table>

As data was collected for the self study administration recognized a need to expand the diversity of its employees, especially faculty. In FY11 there were no ethnic minority faculty members. FY12 faculty openings were advertised in La Voz and on the website www.employdiversity.com. An ethnic minority faculty member has been hired for FY12.

The College continues to transform the College’s 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 the global society from discussions in the classroom. The College, through these many initiatives, creates a climate that celebrates diversity.
Core Component 1c

Understanding of and support for the mission pervade the organization.

Background

Salina Area Technical College’s (Salina Tech’s) mission, vision, values, and strategic priorities are a dynamic force that influence decision making at all levels. To provide a historical perspective, the mission statements from 1992, 1997, 2004, and 2008 are included below. These were created with input from internal constituents and the College advisory committees.

1992 Mission Statement: The mission of the Vo-Tech School is to educate its students by providing them with the knowledge and skills necessary to understand the global society in which they live and to recognize human potential. Successful completion of this mission is enhanced by a cooperative relationship among the students, parents, staff and community.

1997 Mission Statement: The mission of the school is to provide all students with opportunities to acquire skills and attitudes necessary to be a contributing member of society.

2004 Mission Statement: Salina Area Technical School, in partnership with the community, is committed to providing all students with the opportunities to acquire the specific workplace skills and attitudes necessary to be a contributing member in a rapidly changing global society.

2008 Mission Statement: 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.

In spring 2009, extensive efforts were made to validate that the current mission statement adequately defines the purpose for the emerging institution of higher learning. The 2008 mission statement was reanalyzed carefully with input from many internal and external constituents. In addition, this mission statement was compared with the mission statements of other two-year colleges. The many constituents felt the 2008 mission statement was still appropriate and continues to be used today.

Support

The Board of Trustees, 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 its formal adoption by the Board of Trustees on July 1, 2009.
Clear linkages exist between the College mission, institutional planning, and prioritizing its strategic goals. The Board of Trustees reviews the mission documents annually. Program instructors review the mission documents with their advisory committees in the fall of each year. Students, employees, and the community have access to the mission via the College website. Mission documents can also be found in every classroom and many hallways and are included in all handbooks and the College Catalog.

The structure and nature of the strategic plan is built to support the College mission. Curriculum planning, assessment planning, operational planning, enrollment planning, and other planning initiatives support mission accomplishment. The institution practices shared decision making so that feedback is readily available on initiatives affecting the College’s mission. As a result of this commitment, the second highest ranked item from the FY10 Faculty and Staff Survey was “support of the mission.” Over 90 percent of the employees support the mission and goals of the College; over 84 percent understood the mission and goals (see questions 13 and 14 on the survey).

Most of the actions designed to create a better understanding of the College mission were taken in 2009. After two years of mission promotion, mission understanding improved even more as reflected in the FY11 Faculty and Staff Survey. The employees support the mission and goals of the College.

In fall 2009, each program developed its own mission statement with input from their respective advisory committees. The departmental mission statements were reviewed and modified, as necessary, by administration and the Board of Trustees to assure alignment with the College mission. The following mission statements are used at the program level:

Auto Collision Repair: The Salina Area Technical College Collision Repair program in partnership with industry is committed to providing all students with the opportunity to acquire the skills, ethics and knowledge necessary to enter the workforce and be prepared for future changes in the Automotive Collision Repair Industry.

Automotive Technology: The mission of the Automotive Technology program is to provide classroom instruction and shop experience to prepare individuals knowledge and competencies for employment as entry-level automotive technicians.

Business Administrative Technology: Business Administrative Technology is dedicated to offering technical skills, knowledge for employment, and advancement for individuals in a continuing educational environment for today’s business culture.

Commercial & Advertising Art: The Mission of the Commercial & Advertising Art Department of Salina Area Technical College is to provide students opportunities to acquire relevant technical skills and knowledge for employment and advancement in commercial art careers and related fields.
Computer Aided Drafting: The Computer Aided Drafting program at Salina Area Technical College is committed to providing the relevant entry level design/drafting and workplace skills necessary to be successfully employed.

Construction Technology: Salina Tech will be a leader in identifying the employment needs and skill requirements of the construction industry using the latest tools of the trade promoting safety, technical ability and productivity with thoughtful care for our natural resources.

Dental Assistant: The mission of the Dental Assistant Program at Salina Area Technical College, an institution of higher education, is to provide students with the opportunities to acquire relevant technical skills and knowledge for employment or advancement in the dental profession.

Diesel Technology: The mission of Diesel Technology Program at the Salina Area Technical College is to provide students with opportunities to acquire relevant technical, general skills and knowledge for employment or advancement.

Electrical Technology: Salina Area Technical College, in partnership with the electrical and electronic community, is committed to providing all students with the opportunity to acquire the specific skills and knowledge to meet industry standards both currently and in the future.

Electronic Engineering Technology: The Mission of the Electronic Engineering Technology Department at Salina Area Technical College is to provide a solid technical training program in electronics with hands on learning supported by comprehensive analysis of real world problems.

Environmental Technology: The Environmental Technology Department provides training and education to entry level and incumbent utility personnel based on State and Federal regulatory requirements for the protection of public health, the environment and safety.

HVAC: The mission of the Salina Area Technical College HVAC Program, in partnership with the HVAC community, is to assist student learners in development of the skills and knowledge necessary to support their personal goals for employment in the areas of installation, service, and maintenance in the HVAC Field.

Machine Tool Technology: To train students for entry-level employment in the Machine Tool Technology field by providing knowledge of the operation of manual and CNC machines, precision measurement, blue print reading, shop math skills and to stay current with the latest advances in a rapidly changing industry.

Medical Assistant: Salina Tech, in partnership with the health care community, is committed to providing all students with the opportunity to acquire the specific skills and
attributes necessary to become caring, compassionate and competent health care team members in the rapidly changing health care field.

Welding Technology: 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.

General Education: General Education is an integral part of the Salina Area Technical College AAS degree program. General Education reflects those competencies that comprise a level of skill needed to help students understand and appreciate their culture and environment; to develop a system of personal values based on accepted ethics that lead to civic and social responsibility; and to attain skills in communication, problem solving, and critical thinking necessary for success in an occupational area and for further growth as a lifelong learner and a productive member of society.

Core Component 1d

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

The transition from USD 305 to an independent College created the opportunity to build an entirely new structure of governance and culture. As a result, Salina Tech established a new organizational and administrative configuration to better fulfill the College’s mission. Emphasis has been given to building processes and structures that not only fulfill the mission but are collaborative and promote shared governance.

Board of Trustees

From the outset, the new Board of Trustees recognized the importance of delegation and empowerment by adopting a modified version of the Policy Governance model. This set the tone that the institution would not be “top down.” The community and business leaders that comprise the Board of Trustees understand the importance of delegation, job ownership, and teamwork. As the governing board of the College, the Board of Trustees set the tone of collaboration by creating a Board Policy Manual. The Board of Trustees adopted the following governance statements:

The Board of Trustees will govern Salina Area Technical College in accordance with federal and state laws, Board of Regents policies and procedures, and the Board Policy Manual. The Board of Trustees will:
• Focus on long term vision (ends) rather than administrative process of attainment of those ends (means).
• Focus on strategic leadership (ends) rather than administrative procedures (means).
• Encourage diversity in viewpoints and collective thinking rather than individual decisions.
• Look to the future rather than the past.
• Be proactive rather than reactive.
• Annually evaluate the Board of Trustees’s own processes and performance.
• Be responsible for edits, additions, deletions in the Board Policy Manual.

The Board of Trustees meets monthly, following Kansas open meeting laws, and has special, open meetings as needed. Every summer the Board of Trustees conducts a retreat. Consistent with the Policy Governance Model, the Board of Trustees uses monitoring reports to document achievement toward ends.

The Board of Trustees also includes a statement of academic freedom in the Board Policy Manual to support and empower faculty rights in the classroom. The Statement of Academic Freedom states:

Academic freedom encompasses the right of faculty to full freedom in research and in the publication of results, freedom in the classroom in discussing their subject, and the right of faculty to be free from institutional censorship or discipline when they speak or write as citizens.

College President

The College President is the CEO of the institution and is responsible for creating structures that are collaborative and mission driven. The Board Policy Manual defines the role of the President within the institution and includes the job description in the Board Policy Manual. Expectations for presidential governance and collaboration are addressed on page 10:

The board is the initiator of broad policy directions through the Board Policy Manual. The development of administrative processes and procedures (means) is the responsibility of the President. The President should work with employees and students as appropriate to develop operational policies and procedures. The President will define operational College policy and procedure. . .

And on page 25:

The Board shall delegate to the President all matters of decision and administration which come within the scope of the duties of the Chief Administrative Officer. While the Board reserves to itself the ultimate decision in all matters concerning general policy, it will normally proceed in those areas only after receiving recommendations from the President.
Presidential limitations, located on page 29 of the Board Policy Manual, are designed and intended to promote a healthy College culture of shared decision making.

The College President created a new organizational chart, a President’s Cabinet, Cabinet Advisory Council, new committees, and processes intended to accomplish the College’s mission and support shared governance.

Organizational Chart

The new FY10 Organizational Chart was created with new senior officers: Chief Student Services Officer, Chief Academic Officer, and Chief Financial Officer. Several other two-year college organizational charts were studied and the President chose one he felt would best accomplish the mission and foster collaboration.

The FY11 Organizational Chart was updated to further embrace empowerment and decentralized decision making. New positions were created to transfer accountability and empower others to run functional areas. In FY12, senior executive titles were changed from dean to vice president and two employees had titles changed to director thus creating a new FY12 Organizational Chart. These changes prepare the institution for growth including new roles and responsibilities.

Each senior administrator is responsible for running their area. Along with the President the senior administration participates in annual goal setting and planning; however, day-to-day oversight is the responsibility of each administrator. Each senior administrator is also a member of President’s Cabinet. President’s Cabinet meets weekly to discuss a variety of topics affecting institutional quality and performance.

Committees and Cabinet Advisory Council

Cabinet Advisory Council (CAC): The council meets once a month with President’s Cabinet during the academic year. CAC includes two elected faculty and one employee each from maintenance, classified staff, Continuing Education, and SGA President. The CAC provides input to President’s Cabinet and influences policy on a variety of issues facing the College. They also serve as a liaison for their respective employee groups.

Program Advisory Committee: Each program has an advisory committee that gives the department instructor(s) feedback regarding programming, industry trends and standards, student performance, recruitment, and placement. Program Advisory Committees make recommendations for improvement and changes within program areas. These recommendations can then be acted upon by the department staff and administration. This includes changes in curriculum, purchasing of equipment, or any other industry or program related changes.

Academic Affairs Committee: The Academic Affairs Committee is a committee responsible for curriculum decisions and guidance for other instructional subcommittees. Membership includes faculty, the Vice President of Instruction, Director of Continuing Education, and the College Registrar.
Assessment Committee: The Assessment Committee is a faculty driven committee responsible for the assessment of student learning at Salina Tech.

HLC Steering Committee: The HLC Steering Committee is responsible for guiding accreditation activities.

Professional Development Committee: The Professional Development Committee (PDC) provides input for inservice activities and other workshops for faculty. College personnel attend seminars, inservices, and/or conferences that assist them with their duties, help them expand their knowledge, and improve their skills. Some departments, such as Auto Collision Repair, Automotive Technology, Dental Assistant, and Diesel Technology are required by industry standards to participate in continuing education credits. In addition, Carl D. Perkin’s funds, along with general budget funds, are designated for faculty and staff training.

Grounds and Facilities Committee: Responsibility for facility oversight, improvement, and input on facilities planning is guided by the Grounds and Facilities Committee.

Professional Development Committee: The Professional Development Committee recommends and designs faculty inservice activities and other professional development opportunities.

Student Government Association

The SGA is comprised of student senators elected from each program. The senators elect a Vice President, Secretary and Treasurer for the SGA, and the entire student body elects the President. The SGA represents the interests of the student body as a whole and provides a central contact for students to participate in the shared governance model. The SGA President is a member of the College’s Cabinet Advisory Council. The College President attends at least one SGA meeting per semester to listen to student comments and receive student input.

Core Component 1e

The organization upholds and protects its integrity.

The College upholds its financial integrity by maintaining excellent records and following processes and procedures of various federal and state agencies. It adheres to strict fiscal accounting procedures and endeavors to secure its goods and services from responsible merchants and vendors.

The College received an excellent report after its first independent financial audit. In addition, previous financial audits as part of USD 305, did not reveal any serious issues of financial integrity. The accounting procedures used by the College comply with the Generally Accepted Accounting Principles (GAAP) as recommended by the American Institute of Certified Public Accountants (AICPA).
The Board Policy Manual is written to ensure integrity in College operations and states:

The Board of Trustees will govern Salina Area Technical College in accordance with federal and state laws, Board of Regents policies and procedures, and the Board Policy Manual.

The Board of Trustees also identifies, on page 11 of the Board Policy Manual, several control procedures to protect and oversee the financial integrity of the College. Several monitoring reports also speak to the College’s financial integrity: financial audits, budget approvals, six month budget reports, administrative verifications, and enrollment reports. The Board of Trustees chair may also exercise the right of inspection of College records at any time. The FY10 financial audit was presented to the Board of Trustees by the auditor on February 28, 2011 during a regular public meeting.

The College also operates with integrity in the Financial Aid office. The A-133 Financial Aid Audit for FY09 received an “unqualified” rating, the highest result possible. Historically, the College’s default rate has been very low with the most recent result, in 2008 coming in at 6.2 percent. When the last Financial Aid Specialist retired, the College hired a replacement five months prior to retirement to facilitate training in the many complex processes, rules, and procedures related to the awarding of financial aid. The current Financial Aid Specialist attends relevant training and webinars to ensure federal compliance. The College maintains all processes and records necessary to maintain affiliations with the United States Department of Education.

Salina Tech participates in Carl D. Perkins funding and adheres to all processes, timelines, and fiscal rules with no repercussions for not following established guidelines and procedures. The College also passed its most recent Perkins state civil rights audit in FY10.

In addition to maintaining fiscal and financial responsibility, the College ensures integrity with regard to its compliance with state and federal regulations in the classroom and laboratory/shop setting. For example, all hazardous waste is disposed of in compliance with these regulations. In addition, Occupational Safety and Health Administration standards are maintained and inspections of fire extinguishers and sprinkler systems are conducted on regular intervals.

The College administration believes in a shared governance model and practices integrity. All policies and procedures are published on the website for clear public viewing. Salina Tech's governance and leadership structures promote an environment where students and employees are both valued. President's Cabinet includes a monthly meeting with the Cabinet Advisory Council, made up of non-administrative employees to discuss College matters and provide input on planning. Committees are set up to include either faculty leadership or shared governance and employees are included in decision making and planning processes. This self study included broad participation and leadership from multiple areas.
Actions Align with Mission

The College is dedicated to accomplishing its mission and demonstrates this in many actions that reflect its commitment to integrity. For example:

- The Operational Plan, Enrollment Management Plan, Annual Employee Performance Plans all align with the mission of the College.
- Board of Trustees monitoring reports such as the Enrollment Report, survey reports, Assessment of Student Learning, and Program Review Reports validate that the College is constantly following actions that are consistent with its mission.
- Meetings for the Board of Trustees, program advisory committees, SGA and most committee meetings are open to the public. Board of Trustees meetings have a newspaper reporter present and Board of Trustees meeting topics are published in the local newspaper. The general public may view the minutes of all meetings on the College’s website.
- Various partnerships with businesses and the community provide the College with information, resources, and feedback which helps the College accomplish its mission.
- Articulation Agreements are created to create opportunities for students to continue their learning. More and more students are asking about transfer opportunities and furthering their education.
- Each program provides opportunities that build better citizens and lifelong skills. Dental Assistant students volunteer for Kansas Mission of Mercy; Construction Technology students volunteer to assist Ambucs build ramps for disabled families, Electrical Technology students help set up Christmas decorations for the city. The Diesel Technology department puts on a car show for the community and the Commercial and Advertising Art program organizes two blood drives a year for the Red Cross.
- The College uses a variety of direct and indirect assessment instruments to generate data on the quality of student learning and of the institution. Administration and staff analyze the data and determine a course of action for improvement.
- The College practices safety procedures. Each department has a Departmental handbook that provides an overview of safety procedures. Each classroom has a variety of safety information for employees and students to access in case of emergencies. Many programs have an OSHA class as part of the curriculum. All employees receive bloodborne pathogen training annually. The Fire Marshall inspects on a prescribed schedule. Fire extinguishers, fire alarms, and sprinkler systems are inspected and certified annually.
- The College website openly lists all tuition costs, fee costs, tools, books and other expenses so students can estimate the cost of their education.
- The College has a commitment to non-discrimination and harassment and has a non-discrimination policy, harassment policy, and a Student Code of Conduct.
- The rights and responsibilities of students are clearly articulated in the student handbook and College Catalog.
Summary

The College has a history of honesty and integrity in its operations. This integrity is protected by a dynamic Board of Trustees consisting of community and business leaders. On every level, it is a mission driven institution supported by a universal commitment from employees. The mission is clear; as are the stated goals and purposes of the organization.

Leadership structures have evolved to better fulfill the College’s mission. Governance is shared and many constituents are involved in decision making.

**Salina Area Technical College takes pride in . . .**

- Its Board of Trustees as it represents a dynamic group of community and business leaders who provide excellent guidance for the College.

- Being a mission driven institution. The College’s mission is supported and understood by faculty and staff and is used as a foundation for planning, growth, and student learning.

- Its beliefs and core values as evidenced by their inclusion in the College’s mission documents and strategic plan.

- Its commitment to diversity and ability to serve a diverse population which includes students, staff, and community.

- Its transition to becoming an independent college. Although difficult, it has been important to build the college culture and processes from the ground up. The employees are flexible and resourceful and have met these challenges with integrity.

- Its leadership structures that have evolved to promote shared governance and a culture capable of accomplishing its mission.

- The accessibility and clarity of its policies on the College website.

**Salina Area Technical College challenges itself to . . .**

- Continue to refine and improve current policies and handbooks including the Board Policy Manual.

- Continue to improve communication of shared governance activities, making sure employees are informed of committee decisions or changes in policies.

- Expand departmental planning to include an Instructional Plan and Facilities Plan.

- Add a Technology Committee and a Safety Committee to help plan for the future.
4 PREPARING THE FUTURE
Chapter Four: Criterion 2: Preparing for the Future

The organization’s allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

Previous to July 1, 2009, Salina Area Technical College (Salina Tech) was governed by the Salina Public Schools, Unified School District 305 (USD 305) Board of Education (BOE). Therefore, all planning was part of the district-wide plan. To prepare for separation, a transition team was appointed on February 5, 2008. Members of the team included Dr. Rob Winter, Superintendent, USD 305; Duane Custer, Director, Salina Tech; Larry Pankratz, Salina Tech Executive Council member; Gary Denning, USD 305 BOE member; and Mike Soetaert, member-at-large.

The Salina Tech transition team coordinated and developed an initial transition plan that was submitted and approved, in May 2008, by the USD BOE and the Kansas Board of Regents. Once approved, the transition team began the process to oversee and implement all phases of the complicated transition process. The initial plan submitted to the Kansas Board of Regents was general in nature; however, a more detailed seven page transitional plan became the operational plan that included governance, insurance, legal, operational, and staffing issues among a myriad of responsibilities necessary for the College’s future success. Prior to approval of the transition plan by KBOR, the technical college application was submitted to and approved by KBOR.

The first priority of the USD 305 Superintendent was to establish and appoint a governing board for Salina Tech. The Board of Trustees was intentionally formed to include representation from many different areas of the community workforce. They include, at minimum, single representatives from the following areas: manufacturing, service industry, healthcare, USD 305, City of Salina, Saline County, and two additional at-large appointments. Once the Board of Trustees was appointed in September 2008, they were immediately charged with several critical processes including a review of all legal statutes pertaining to the transfer of the institution, development of relevant College policies, securing of legal counsel, and interviewing and hiring the first President of the College.

While the new Board of Trustees was focused on key leadership issues, the transition team and College faculty and staff were diligently addressing the extensive list of day-to-day operations, legal issues, and logistical concerns, which required immediate attention. Every aspect of the College’s operations was transferred to the governance of the Board of Trustees. The transition plan was fully implemented in 2009, including the conversion of IT hardware and software maintenance and care.

Thanks to the transition team’s careful planning and due diligence, the institution had resources and processes in place that would allow the College to mature, achieve its mission, and provide quality educational opportunities for its students.
Core Component 2a

The organization realistically prepares for a future shaped by multiple societal and economic trends.

Strategic Planning

One of the first initiatives of the new President, hired in Spring 2009, was to lead the College through the planning processes that resulted in the College’s first strategic plan, **Strategic Plan: 2009-2012**. This plan ushered in an immediate cultural change centered on shared decision making as a core operating value. Many internal and external constituents were included in the strategic planning process. Considerable data was collected on societal and economic trends, including state labor forecasts, chamber of commerce employer data, College enrollment data, federal population census data, graduate and job placement data, population statistics and budgeting information and projections.

The College’s strategic plan requires action and continual monitoring to ensure success. It is consistently and intentionally in the forefront of all College discussions for educational, financial, facility, and personnel needs. Salina Tech seeks input and action from all strata of the College and its many stakeholders and constituents to meet the goals of the strategic plan. Nineteen monitoring reports were created for the Board of Trustees to review progress toward successful completion of the plan. Some of the reports monitor and prepare the College to be responsive to industry trends. For example:

1. The three-year **Equipment Technology Plan** is updated annually to project future equipment needs based on industry trends.
2. **Program Review Reports** include an occupational outlook analysis and faculty members collect information from a variety of sources related to industry employment trends.

The College’s strategic plan is made available to the public via the website along with the many handbooks and policy manuals. The mission statement is also posted throughout the campus making it widely accessible to employees, students, and the community. Additionally, the mission and strategic priorities are embedded in the College’s Operational Plan.

Operational Plan

The College leadership, faculty, and staff are fully cognizant that the strategic plan must be monitored constantly and action taken to ensure success. The College’s **Operational Plan** implements initiatives from the strategic plan and considers many suggestions, comments, and goals that were established by stakeholders in the process. It is a forward thinking plan intended to be responsive to the College environment and improve institutional quality.

The Operational Plan is an initiative-specific document that includes over 40 strategies designed to implement strategic goals. The first column lists the goal that was identified; the second
column lists the strategy used to obtain the goal; the third column lists the primary person responsible; and the fourth column lists the specific monitoring report that coincides with the stated goal. Each goal includes a status comment (noted in red) that immediately provides the necessary information to gauge progress.

**Facilities Planning**

Salina Tech is seated on 24.36 acres in the southwest portion of the city in what is called the Airport Industrial Area. The campus is part of the former site of the Schilling Air Force base that was closed in 1965. Upon its closing, the USD 305 BOE took quick action to fulfill its vision to start a new technical school by purchasing some air base facilities. They were purchased for $1.00 which jump-started what is now the campus of Salina Tech.

As a result of a USD 305 bond issue that was passed by the voters of Saline County in 1998 Building B was built in 2002 and Building C was added in 2003. These bonds will be retired in the year 2018, at which time the College will assume full possession of all College facilities. The two new buildings are modern and spacious and feature infrared gas-fired heating systems in all shops, spacious shop areas, adequate storage rooms, web-based environmental controls, large glass windows from the central hallway to the shop areas, and shared offices adjacent to the classrooms. The lower level of Building A underwent a $1.8 million remodeling project in FY11. Plans are being drafted for an approximate $300,000 remodeling of the main floor of Building A in FY12.

Facility planning is a continuous financial challenge. Technical Colleges in Kansas do not have taxing or bonding authority, thus financing capital improvements require considerable planning and saving from current revenue sources. The College receives Capital Outlay funds, as shown in Table 4.1 from the State of Kansas, which are designated for facilities and equipment. Since 2007, this fund amount has declined by $13,343 due to state budget cuts. The College excels in providing the latest in technology and program specific equipment in each area of study; however, given the relatively small amount of Capital Outlay funds, wise use of these funds and all College funds is paramount in meeting future plans of growth and facility improvements as outlined in the College’s strategic plan.

<table>
<thead>
<tr>
<th>Table 4.1</th>
<th>State Capital Outlay Funds Received</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY07</td>
<td>FY08</td>
</tr>
<tr>
<td>$139,869</td>
<td>$139,304</td>
</tr>
</tbody>
</table>

The Facilities Committee and the Vice President of Administrative Services are responsible for facilities planning and improvement. This committee meets once or twice a year to review current projects and prioritize future maintenance and facilities needs. The Vice President of Administrative Services, Director of Facilities, and facilities staff members plan day-to-day activities that are designed to keep the buildings in excellent condition.

Facility decisions are based on budgeting, staffing, and facilities priorities. Timelines and strategies are developed based on multiple factors to meet the needs of students and employees. Most major improvements and strategies are discussed during President’s Cabinet meetings;
however, board policy requires that purchases over $20,000 be approved by the Board of Trustees. The College has always made a commitment to providing excellent, clean, and well maintained facilities. Faculty frequently report facilities as a strength in their program reviews.

Salina Tech currently leases its facilities from USD 305 for $305 a year. Salina Tech is responsible for all insurance and maintenance of the buildings and grounds and operates on a Memorandum of Understanding with USD 305. Salina Tech is free to remodel and repair its facilities as needed in order to maintain and operate its technical programs effectively. Communication with the USD 305 Director of Operations and the College’s Vice President of Administrative Services is essential and ongoing.

Student Services Planning

Pursuant to the College’s move to independence, a chief Student Services Officer position was created to oversee the operation of the Student Services department. This position includes all the functions of admissions, registration, recruiting, main switchboard, advising, institutional resources, and accessibility services. Financial Aid is currently operating under the Administrative Services department; however, it will transition to Student Services in FY12. Student Services has a staff of six full-time employees and two part-time employees.

One of the top priorities of the College was to purchase a new student information system that would meet the needs of the College and its students. The former system was purchased in 1998 but was no longer being supported and needed immediate replacement, which left the College in the challenging position to do a computer conversion concurrently with the self-study for the Higher Learning Commission of the North Central Association of Colleges and Schools (HLC-NCA). Many computer systems were researched, and the institution purchased Traxxsoft® in fall 2009. After six months of planning, the new system was implemented July 1, 2010; however, the software vendor stopped servicing its product February 1, 2011. The College then researched and purchased SONISWEB® in February 2011 for FY12 implementation.

The other top priority for the College was to create a Student Services Plan to improve and advance the department as an institution of higher education, serve the needs of students, and further the mission of the College. The plan responded to trend data in the first Enrollment Management Plan, input from student focus groups, and anticipated needs of the College. The following nine objectives were created for FY11:

1. Improve the quality and operation of the bookstore.
2. Increase the quality and number of student activities on campus including adding an intramural team to participate in K-State intramurals.
3. Improve and expand advising services.
4. Create a process to measure usage of learning resources (computer lab, assessment testing, tutoring).
5. Improve the quality and efficiency of recruiting operations.
6. Improve the quality and content of the website.
7. Creation and implementation of an Enrollment Management Plan.
8. Implementation of the Student Information System.
9. Create a student services department that provides uncompromising customer service for students and faculty.

Student Services has a history of institutional respect from students. As noted in Table 4.2, the FY10 Survey of Current Students and FY11 Survey of Current Students ranked Student Services and Learning Resources very high. By using this survey, the College can annually monitor institutional trends for the many services offered in the Student Services department.

<table>
<thead>
<tr>
<th>Table 4.2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Services and Learning Resources Level of Satisfaction</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Overall quality of Student Services and Learning Resources</td>
</tr>
<tr>
<td>Admissions and registration</td>
</tr>
<tr>
<td>Financial aid</td>
</tr>
<tr>
<td>Career services/job placement</td>
</tr>
<tr>
<td>Tutoring</td>
</tr>
<tr>
<td>Advising or counseling</td>
</tr>
<tr>
<td>Testing services (assessment, WorkKeys®, NOCTI, etc.)</td>
</tr>
<tr>
<td>Disability services</td>
</tr>
<tr>
<td>Student life/student activities</td>
</tr>
<tr>
<td>Bookstore services</td>
</tr>
<tr>
<td>Recruiting</td>
</tr>
<tr>
<td>Computer lab</td>
</tr>
</tbody>
</table>

This data and resulting actions are addressed further in Core Component 2c, pages 104-110.

Results from the FY10 Faculty and Staff Survey reflect that 90.4 percent of Salina Tech employees are satisfied with the Student Services and Learning Resources department. The FY11 Faculty and Staff Survey resulted in a 77.4 percent satisfaction rate with Student Services and Learning Resources. After discussions with the College community on the reasons for this decline, Student Services implemented some suggested improvements. Because the conversion to a new student information system has challenged multiple functions within the College, Student Services implemented a cross-functional registration process team. The purpose of this team is to improve the coordination and flow of information and processes between departments.

Suggestions to improve customer service were also implemented by Student Services in April, 2011. Student Services has posted hours of 7:00 am to 5:00 pm; however, there have been occasional instances when the office was not open at 7:00 am. Staff agreed to work more diligently and coordinate with other departments to make certain the office opens at the indicated time.

Additionally, Student Services provides activities for students. Social events and opportunities for student interaction are available in the fall and spring and include paint ball, golf, stock car.
racing, fall and spring barbeques, student appreciation day, and other events throughout the year. A budget line item has been set aside for a supervisor to plan and supervise these events. The staff in the Student Services department is deeply committed to serving students and helping them achieve their educational goals.

**Enrollment Management Planning**

Operations within the Student Services department include an Enrollment Management Plan that incorporates many societal and economic trends. The goal of the FY11 plan was to increase headcount of college-bound students by 5 percent for FY12 by integrating advertising, recruiting, and web related strategies. This plan has three major sections:

1. A data analysis of enrollment, demographic, income, and population trends for area communities, area school districts, and the students attending Salina Tech.
2. Marketing information focused on gathering information and/or data as to where students hear about Salina Tech and why they choose Salina Tech.
3. Based on the data and/or information collected; a comprehensive Enrollment Management Plan was developed with an accompanying budget to support it. Additionally, the FY11 plan includes a section on student focus group feedback used for the initial plan created in FY10. Students were asked questions about societal trends and best ways to advertise and reach students through multiple mediums.

Enrollment data will be analyzed at the end of FY11 and in fall FY12 to evaluate the plan’s impact.

**Instructional Planning**

Salina Tech is serious about its mission and vision to provide programs that demonstrate instructional excellence and student competence. To this end, the College has initiated several instructional planning processes, which include diverse components to prepare the College for the future. These instructional planning components fall into two categories – those that promote internal instructional planning and monitoring strategies and those that use external instructional planning and monitoring resources. Internal instructional planning and monitoring strategies include:

1. Three-year program equipment plans are updated annually by instructors who have worked closely with their program advisory committee to ensure that the plan remain current with the equipment used in the appropriate industry.
2. Assessment plans address the competency of program graduates. Based on competency profiles that support program outcome skills, these plans identify areas of strength in the curriculum and areas where improvement is needed to ensure that students can adequately perform skills at entry levels of employment. These plans, prepared by instructors with the support of the Learning Resources Specialist, are reviewed by program advisory committees, the Assessment Committee, and the Board of Trustees.
3. The program review process allows instructors to evaluate effective teaching and learning practices and outcomes in terms of the mission of the program, the mission of the
College, accrediting agencies, and industry standards. This planning process also monitors program revenues and expenditures to determine the financial viability of each program.

4. The faculty evaluation process encourages faculty to improve instruction. It uses a unique process that includes evaluation by an instructor’s peers as well as the Vice President of Instruction. The formal self-evaluation and administrator evaluations support instructional excellence.

5. Individual faculty professional development plans are designed to increase the technical knowledge of instructors as well as their understanding of the teaching and learning process. During the past year, instructors have participated in inservice sessions focused on classroom management, academic advising, strategies that promote higher order thinking skills, and learning styles. In addition, faculty members have attended industry-based training related to their specific program area.

6. Line schedule development and refinement assure that faculty and student loads are appropriate to support delivery of a quality education.

7. The College sets maximum student enrollment in programs to promote strong academic performance and safety for its students.

8. The use of internships and healthcare clinical settings allow students and industry partners to evaluate that a program’s curriculum and instruction are, indeed, preparing students for employment. Post internship and evaluation strategies in the clinical setting guide instructors in their quest to prepare students for success.

External instructional planning and monitoring of instructional resources include:

1. Guided by Kansas Board of Regents staff, the curriculum planning and alignment process has aligned the curriculum of many Salina Tech technical programs with current industry practice and other similar programs offered at colleges across the state. These aligned programs include industry-based credentials that were not previously offered by Salina Tech and other technical and community colleges. They are also developed with forward thinking business and industry representatives who are cognizant of future trends in their associated industries.

2. Local and state advisory committees have assisted with the planning process by reviewing curriculum and textbooks as well as evaluating facilities and instructional technology. These groups have played an important role in monitoring Salina Tech’s instructional programs and their ability to meet the needs of industry. They also provide input on current and future industry trends.

3. The Kansas Board of Regents Performance Agreement process drives continuous improvement through the setting and monitoring of college “stretch” goals that meet established system goals. These goals support access to students attending Salina Tech by 1) providing seamless education through articulation agreements; 2) providing connections with local industry partners through the use of guest lecturers, field trips, and service learning; 3) monitoring that graduates have foundational learning skills by using ACT WorkKeys® assessments; and 4) providing continuing education to incumbent and emerging workers.

4. Quarterly and annual grant performance reports guide and monitor Salina Tech’s ability to meet standards set by external instructional criteria. As identified in other sections of
this self-study, the Carl D. Perkins Program Improvement and Reserve grants have successfully guided improved instructional planning and delivery of technical education. In addition, the Kansas Department of Commerce awarded a grant to the College to support the development and delivery of an Industrial Maintenance program for incumbent and emerging workers. Grant reports monitor that the College is delivering high-quality programs that meet industry needs.

5. Accrediting agencies align the planning and delivery of instruction. Programs that meet accreditation guidelines include: Dental Assistant, Automotive Technology, Diesel Technology, and Auto Collision Repair. The instructional standards are high and these programs have met the challenge of accreditation.

Financial Planning

Becoming an independent College has also created opportunities for financial planning. Despite the costs of transitioning to independence, the College continues to be fiscally sound. The College has continued to operate in the black and has added a new Electrical Technology program, a new continuing education certificate of completion in Industrial Maintenance, and a Practical Nursing partnership with Hutchinson Community College.

The current state and national economic challenges continue to place financial constraints on Salina Tech; however, through careful management of existing funds and prudent spending, the College is expected to remain in the black, in spite of declining state funds. The College has approximately 75 percent of its budget in reserve funds, which are being used for one-time expenditures to improve infrastructure, including technology and facilities. Without the luxury of taxing and bonding authority, prudent and long-range planning is essential. Considering the relatively small amount of State Capital Outlay funds, the College administration is cognizant that large purchases and capital improvement projects must be funded with carry-over or reserve funds. A seven-year history of the College’s ending cash balance is presented in Table 4.3.

<table>
<thead>
<tr>
<th>Reserve Funds</th>
<th>FY04</th>
<th>FY05</th>
<th>FY06</th>
<th>FY07</th>
<th>FY08</th>
<th>FY09</th>
<th>FY10</th>
</tr>
</thead>
<tbody>
<tr>
<td>$1,859,070</td>
<td>$1,878,012</td>
<td>$1,974,334</td>
<td>$2,270,903</td>
<td>$2,867,299</td>
<td>$3,312,513</td>
<td>$3,580,786</td>
<td></td>
</tr>
</tbody>
</table>

Salina Tech’s administration creates the budget in the spring for Board of Trustees approval in July or August. This information is shared publicly with all employees. Multiple factors are integrated into budget planning, which is a result of assessment plans, annual program reviews, three-year technology and equipment plans, professional development goals, enrollment management planning, administrative and staff priorities, student needs, facility needs, and state revenue projections. Throughout Salina Tech’s budgeting process; consideration is given to funding requests that are aligned with the College’s strategic plan. The College’s first independent financial audit in November 2010 was successful and is an indicator of sound financial processes.
Statewide Planning

The President and other College representatives are involved in the many initiatives and planning processes related to curriculum and program alignment at the state level as well as continued funding for technical education, all of which are critical for job growth in Salina and across the State of Kansas. The beneficiaries of these planning initiatives will be the many stakeholders that utilize the College’s services.

The College President is also a member of the Kansas Association of Technical Colleges (KATC), which is an organization made up of the presidents from the six technical colleges in the state. He was elected Vice President for FY11 and represents Salina Tech and other technical colleges during the legislative sessions and at Kansas Board of Regents functions. The President is active in system-wide policy decisions and legislative issues related to higher education.

Many employees have also been integrated into multiple state-wide planning processes since 1999 when coordination of all two-year schools and Colleges was transferred to the Kansas Board of Regents:

1. The chief financial officer meets with other Kansas business officers each semester to discuss and share relevant issues.
2. The chief academic officer meets with other Kansas academic leaders each semester to discuss instructional issues.
3. Faculty members are involved and participate in the statewide curriculum alignment process.
4. Staff members from Student Services belong to various related organizations such as, AACRAO, NACADA, and KASFAA.

In addition, the College participates in the Kansas Board of Regents three-year performance agreement planning process. The College works with the Kansas Board of Regents staff to create goals with performance indicators under each goal. To be eligible for new funding, over half the goals must be achieved and for a goal to be achieved, over half the key performance indicators must show directional improvement each year. The FY12-FY14 State Performance Agreement was submitted by July 15, 2011.

Core Component 2b

The organization’s resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

Budget Process

While Salina Tech is proud of its ability to be a responsible steward of its financial resources, the State of Kansas has adjusted its allocation of state reimbursement funds to reflect the State’s current economic conditions. Despite these challenges, the College continues to flourish in the
Developing a budget for each fiscal year is a collaborative effort. It is spearheaded by the Vice President of Administrative Services and the Director of Financial Services. These two members of the business department take the initial step in the process by reviewing actual expenditures for the prior year and measuring new initiatives for the upcoming budget years. President’s Cabinet meetings focus on new initiatives that will require additional financial resources, whether they are additional personnel, facilities, or significant equipment upgrades.

The Vice President of Administrative Services monitors revenue and expenditures monthly in all areas of the College. Semi-annual and annual reports for expenses and revenues are prepared by the Director of Financial Services and distributed to the President and the Board of Trustees for review. Each department and program receives monthly, and in some cases bi-monthly, reports so each department head can monitor spending in their various budget categories. Flexibility in spending funds has enabled department heads to view their budgets in an aggregated manner versus reviewing individual line items. This allows for allocation of funds to be moved to meet immediate needs for a program, even if the funds are labeled for a different budget category.

Faculty and staff prepare and update three-year plans that focus on the needs of their instructional or support area. These plan documents are sent to department heads at the beginning of the spring semester. The plans are developed with respect to information from advisory members, program curricular changes, equipment enhancements, technology needs, and overall program safety and effectiveness. Each department is charged with considering their classroom, shop, and/or laboratory needs as well. All budget requests are listed in a priority structure with highest priority items listed first and lowest priority items last. Careful consideration of equipment that will be reaching its life cycle is a key component in the development of these long-range planning documents.

The financial team carefully reviews all budget line items that may have increases associated with them based on fixed costs. Those fixed costs are recalculated and added to each specific budget line. Beginning in late spring, based on predicted enrollment, estimated tuition revenues are calculated.

The budget is reviewed several times by the administrative team and changes are made to accommodate additions in personnel and additional spending. The overall budget is presented to the Board of Trustees in July or August for approval.

**Revenues**

Salina Tech has four primary revenue sources. As depicted in Figure 4.1, the largest revenue source is postsecondary aid which is appropriated by the state legislature at the recommendation of the Kansas Board of Regents. Student tuition and fees, state capital outlay, and grants make up the remaining revenues.
Kansas has multiple funding models for its various institutions of higher education. The primary funding source for technical colleges is postsecondary aid. The state's original intent was to fund institutions at 85 percent of the total cost in order to locally deliver programs; however, this obligation has not been met for several years. Because the state has not been able to meet the 85 percent funding level, a block grant model has been in force for several years. Essentially this was the base amount of aid that each institution was receiving at the time the block grant was implemented. This model did not fund increases in enrollment nor did it fund new programs or other identified initiatives. Once the block grant dollars were established for each College, increases were made based solely on that total by a percentage basis as determined by the legislature each year.

Over a period of time, the amount of funding each college received did not match the enrollment changes that had occurred. The Kansas Association of Technical Colleges (KATC) organization, along with some community colleges that also receive postsecondary aid, voted to alter the funding model by allocating the total amount of postsecondary aid to each institution, based on the total number of clock hours. In essence, a 10 percent market of student FTE enrollment would garner 10 percent of the available funding. This model was approved by the Kansas Board of Regents with the additional change to determine funding based on a three-year average so that inconsistent swings in either direction of enrollment might be more easily controlled.

To further complicate the model and place additional pressure on the system, some colleges were unable to maintain adequate enrollment to warrant their block grant amount and a “hold harmless” funding model was created. In some years, the legislature funded this shortfall, and for a number of years (2008-2010), the shortfall at some Kansas technical colleges was funded partially from the postsecondary aid of Salina Tech and other technical colleges.
Table 4.4 reflects the total amount of state postsecondary aid that Salina Tech received for the past five years and the distribution for FY12. Data indicates that state support was highest in FY09 and declined by $261,302 for FY11.

<table>
<thead>
<tr>
<th>FY07</th>
<th>FY08</th>
<th>FY09</th>
<th>FY10</th>
<th>FY11</th>
<th>FY12</th>
</tr>
</thead>
<tbody>
<tr>
<td>$1,672,742</td>
<td>$2,191,360</td>
<td>$2,294,835</td>
<td>$2,028,072</td>
<td>$2,033,533</td>
<td>$2,008,114*</td>
</tr>
</tbody>
</table>

*Estimated

Student Tuition and Fees

Beginning FY11, the College adopted a traditional per credit hour cost, a per credit hour institutional fee, and individual program fees, which are broken down by each course within each program. The FY11 tuition rate was set at $83 per credit-hour and an additional $12 per credit hour institutional fee was established. All tuition and fee adjustments are approved by the Board of Trustees and submitted to KBOR.

Program fees are charged to students by the individual course/s they enroll in and vary according to the supplies and materials used to teach each course. Instructional staff works with the Vice President of Administrative Services to determine the appropriate amount of program supply fees charged for each course. In some programs, curriculum changes drive increases and decreases in fees. Some programs have seen significant increases in material costs such as Auto Collision Repair while others have experienced above average cost increases for raw materials in program areas such as Heating Ventilation and Air Conditioning, Electrical Technology, and Electronic Engineering Technology. Table 4.5 through Table 4.7 reflect the revenues received from tuition and fees for the past five years.

Due to the College’s transition from one flat tuition rate per program to a more traditional model that charges a per credit tuition rate and a per credit fee rate, tuition revenues decreased and fees increased in FY11; however, the total tuition and fee revenues did not change dramatically.
State Capital Outlay

The Kansas Board of Regents allocates State Capital Outlay funds each year for all technical colleges, and community colleges that are merged with technical schools. Each institution in the state receives a base amount of $100,000 with the remaining funds awarded according to the percentage of credit hours generated in the previous year. Institutions must be able to match the State Capital Funds at a rate of 50 percent. For every $100,000 awarded by the state, the institution must commit $50,000 in matching funds. The state has imposed specific requirements for the use of these funds for “construction, reconstruction, repair, remodeling, additions to, furnishing and equipping buildings, architectural expenses incidental thereto, the acquisition of buildings, for College purposes and building sites, and the acquisition of equipment.”

Beginning in January of each year, program chairs are charged with developing three-year plans for their program. These plans are based on the life cycle of equipment, introduction of new technology; the need to improve safety; or the introduction of new equipment required of the curriculum. Local advisory committees are relied on heavily to make recommendations for equipment additions or their replacement. The three-year plans include classroom needs, laboratory or shop equipment, computers, training aids, and technology. Emphasis is placed on replacement of old equipment that is out-of-date or unsafe and increasing technology in each program. Table 4.8 illustrates the state allocation of State Capital Outlay funds since FY07 and Table 4.9 provides a representative list of items purchased during the same timeframe.

<table>
<thead>
<tr>
<th>Year</th>
<th>State Capital Outlay</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY07</td>
<td>$139,869</td>
</tr>
<tr>
<td>FY08</td>
<td>$139,304</td>
</tr>
<tr>
<td>FY09</td>
<td>$136,899</td>
</tr>
<tr>
<td>FY10</td>
<td>$130,133</td>
</tr>
<tr>
<td>FY11</td>
<td>$126,526</td>
</tr>
</tbody>
</table>
## Table 4.9
### Items Purchased with State Capital Outlay Funds

<table>
<thead>
<tr>
<th>FY07</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Computers – Dell workstations w/monitors</td>
<td>Computer Aided Drafting</td>
<td>$39,220</td>
</tr>
<tr>
<td>Classroom chairs, tables, marker boards, etc.</td>
<td>Various Programs</td>
<td>$24,197</td>
</tr>
<tr>
<td>2007 Ford Taurus</td>
<td>College Vehicle</td>
<td>$15,995</td>
</tr>
<tr>
<td>Instructor laptops – Dell</td>
<td>Department Instructors</td>
<td>$7,832</td>
</tr>
<tr>
<td>X-Ray Trainers, various equipment</td>
<td>Dental Assistant Program</td>
<td>$8,599</td>
</tr>
<tr>
<td>Tungsten Inert Gas Welder</td>
<td>Welding Technology Program</td>
<td>$5,311</td>
</tr>
<tr>
<td>Numerous Electronic Testing Devices</td>
<td>Electronics Engineering Technology</td>
<td>$12,883</td>
</tr>
<tr>
<td>Hydraulic Press, bench vices</td>
<td>Diesel Technology</td>
<td>$3,923</td>
</tr>
<tr>
<td>FY08</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computers, laptops, monitors</td>
<td>Various programs</td>
<td>$51,008</td>
</tr>
<tr>
<td>Chevrolet Venture Cargo Vans (2)</td>
<td>Environmental Technology Program</td>
<td>$34,056</td>
</tr>
<tr>
<td>Architect Plans for new restrooms</td>
<td>Building A</td>
<td>$7,000</td>
</tr>
<tr>
<td>Classroom, office furniture</td>
<td>Offices and Computer Aided Drafting</td>
<td>$19,034</td>
</tr>
<tr>
<td>Vacuum, leak detecting equipment</td>
<td>HVAC Program</td>
<td>$6,493</td>
</tr>
<tr>
<td>Tire Machine</td>
<td>Automotive Technology</td>
<td>$5,995</td>
</tr>
<tr>
<td>Band Saw</td>
<td>Welding Technology</td>
<td>$5,923</td>
</tr>
<tr>
<td>Handicapped entrance door</td>
<td>Entrance to Building A</td>
<td>$3,499</td>
</tr>
<tr>
<td>Printers, memory – multiple</td>
<td>Commercial and Advertising Art</td>
<td>$6,725</td>
</tr>
<tr>
<td>FY09</td>
<td></td>
<td></td>
</tr>
<tr>
<td>iMac Computers</td>
<td>Commercial and Advertising Art</td>
<td>$40,277</td>
</tr>
<tr>
<td>1999 Freightliner Diesel Truck</td>
<td>Continuing Education – Diesel</td>
<td>$19,900</td>
</tr>
<tr>
<td>Classroom Projectors/Elmos</td>
<td>Various Classrooms</td>
<td>$8,621</td>
</tr>
<tr>
<td>Semi Trailer</td>
<td>Continuing Education – Diesel</td>
<td>$3,850</td>
</tr>
<tr>
<td>Computerized HVAC Controls</td>
<td>Buildings B &amp; C</td>
<td>$4,500</td>
</tr>
<tr>
<td>Misc furnishings</td>
<td>Classrooms, offices, labs</td>
<td>$17,218</td>
</tr>
<tr>
<td>Grinders and torch units</td>
<td>Welding Technology</td>
<td>$2,892</td>
</tr>
<tr>
<td>Micrometers, live centers, calipers</td>
<td>Machine Tool Technology</td>
<td>$4,305</td>
</tr>
<tr>
<td>FY10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2005 Chevrolet Pickup</td>
<td>Construction Technology</td>
<td>$11,650</td>
</tr>
<tr>
<td>Adobe Design Premium – CS4</td>
<td>Commercial and Advertising Art</td>
<td>$19,025</td>
</tr>
<tr>
<td>Manual Mills</td>
<td>Machine Tool Technology</td>
<td>$11,100</td>
</tr>
<tr>
<td>TIG Welders</td>
<td>Welding Technology</td>
<td>$15,627</td>
</tr>
<tr>
<td>Brake Lathe</td>
<td>Automotive Technology</td>
<td>$7,139</td>
</tr>
<tr>
<td>Computers – laptops/desktops</td>
<td>Classrooms, offices, labs</td>
<td>$16,890</td>
</tr>
<tr>
<td>Cameras – Digital, video/SLR</td>
<td>Commercial Art - Business</td>
<td>$5,158</td>
</tr>
<tr>
<td>Furnace</td>
<td>HVAC Classroom/Lab</td>
<td>$3,971</td>
</tr>
<tr>
<td>Transmission Simulator</td>
<td>Diesel Technology</td>
<td>$4,000</td>
</tr>
<tr>
<td>FY11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HP Work Stations W/Monitors</td>
<td>Computer Aided Drafting</td>
<td>$51,560</td>
</tr>
<tr>
<td>Modulating Furnace/Temp/Humidity Tester</td>
<td>HVAC</td>
<td>$3,752</td>
</tr>
<tr>
<td>Dental Chairs/Lamps/Accessories</td>
<td>Dental Assistant</td>
<td>$7,140</td>
</tr>
<tr>
<td>TIG Welder</td>
<td>Welding Technology</td>
<td>$5,760</td>
</tr>
<tr>
<td>Computer monitors and docking station</td>
<td>Various Programs</td>
<td>$5,407</td>
</tr>
<tr>
<td>Cold Cut Saw</td>
<td>Machine Tool Technology</td>
<td>$6,325</td>
</tr>
<tr>
<td>Sealing of parking lot</td>
<td>Buildings B and C</td>
<td>$7,683</td>
</tr>
<tr>
<td>Polish concrete floors &amp; seal</td>
<td>Building E</td>
<td>$9,915</td>
</tr>
<tr>
<td>Video Cards</td>
<td>Business Administrative Technology</td>
<td>$3,351</td>
</tr>
</tbody>
</table>

Chapter Four: Criterion 2: Preparing for the Future 102
Federal and Local Grants

The College has applied for various grants to improve technology, equipment, and to meet the needs of students through efficient educational processes. Table 4.10, provides a list of various grants awarded to the College in past years.

<table>
<thead>
<tr>
<th>Grantor</th>
<th>Grant</th>
<th>Year</th>
<th>Amount</th>
<th>Grant Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>KBOR</td>
<td>State Technology</td>
<td>2008</td>
<td>$28,500</td>
<td>3D Printer - CAD</td>
</tr>
<tr>
<td>KBOR</td>
<td>State Technology</td>
<td>2008</td>
<td>$56,481</td>
<td>Hydraulic Press - Welding</td>
</tr>
<tr>
<td>KBOR</td>
<td>State Technology</td>
<td>2008</td>
<td>$8,286</td>
<td>Nursing Simulators</td>
</tr>
<tr>
<td>KBOR</td>
<td>State Technology</td>
<td>2008</td>
<td>$19,884</td>
<td>Miller XTM Inverter - Welders</td>
</tr>
<tr>
<td>KBOR</td>
<td>Leadership</td>
<td>2009</td>
<td>$3,750</td>
<td>Welding Instructor Certification</td>
</tr>
<tr>
<td>KBOR</td>
<td>Perkins Reserve</td>
<td>2009</td>
<td>$44,045</td>
<td>CNC Lathes (2) – Machine Tool</td>
</tr>
<tr>
<td>KBOR</td>
<td>Leadership</td>
<td>2009</td>
<td>$5,069</td>
<td>I-CAR Testing – Auto Collision</td>
</tr>
<tr>
<td>KBOR</td>
<td>Perkins Reserve</td>
<td>2009</td>
<td>$39,390</td>
<td>CNC Lathe – Machine Tool</td>
</tr>
<tr>
<td>KBOR</td>
<td>Perkins Reserve</td>
<td>2010</td>
<td>$6,526</td>
<td>NOMAD Portable X-Ray Equip</td>
</tr>
<tr>
<td>KBOR</td>
<td>Perkins Reserve</td>
<td>2010</td>
<td>$13,960</td>
<td>Haas CNC Programming Sims</td>
</tr>
<tr>
<td>KS. Dept Com.</td>
<td>Workforce Solutions</td>
<td>2010</td>
<td>$100,357</td>
<td>Industrial Maintenance &amp; Electrical Technology</td>
</tr>
<tr>
<td>North Central KS</td>
<td>NCRPC</td>
<td>2010</td>
<td>$14,914</td>
<td>Practical Nursing Equipment</td>
</tr>
<tr>
<td>KBOR</td>
<td>Carl Perkins</td>
<td>2010</td>
<td>$3,000</td>
<td>Non Traditional Student</td>
</tr>
</tbody>
</table>

American Reinvestment and Recovery Act (ARRA) Funding

The College benefited from the allocation of the federal funds delivered to the states as part of the American Reinvestment and Recovery Act (ARRA). Table 4.11, provides the allocations made to Salina Tech over a three-year period. The ARRA funds for FY 10 and FY 11 allowed for various options for the use of these funds.

<table>
<thead>
<tr>
<th>FY09</th>
<th>FY10</th>
<th>FY011</th>
</tr>
</thead>
<tbody>
<tr>
<td>$27,443</td>
<td>$114,344</td>
<td>$114,344</td>
</tr>
</tbody>
</table>

Salina Tech made a conscious decision not to utilize these funds for employee salaries since this supplanting would not last indefinitely and eventually the College would be responsible for all salaries. Instead, the College targeted the funds to be used on much needed infrastructure, technology, and cost-saving improvements. Some of the projects completed include:

Building A

1. Replace sheet rock on the ceiling and walls of the administration area hallway.
2. Replace the light fixtures with new T5 energy efficient light fixtures.
3. Replace old wooden doors with recessed handicapped accessible doors in Computer Aided Drafting and new doors in Dental Assistant and to the Recruiting Office.
4. Replace the entrance area to the administration area with a new glass storefront look and extra wide door for customer service and freight delivery.
Building B

1. Replace old metal halide lights in both the Auto Collision Repair paint shop and body shop with new T5 energy efficient lights.
2. Install new T5 lights in the Auto Collision Repair tool storage room.

Building C

1. Rewire student work benches for Electronic Engineering Technology.
2. Improve electrical system in Electronic Engineering Technology.

Building E

1. Replace old florescent lights with energy efficient T5 fixtures in Welding Technology and adjacent shop.
2. Replace T12 lights and add additional T8 lights in two classrooms, hallway, restrooms, and offices.
3. Replace bathroom dividers with new plastic molded units in both men’s and women’s restrooms.
4. Replace fire alarm system including horns, lights and complete diagnostics system.
5. Clean and paint entire ceiling grid system in both Welding Technology and the adjacent shop with white industrial coating.

Campus Wide

1. Install core LAN switches in server room.
2. Install remote switches across campus.

The process for approval and reimbursement of ARRA funds is time consuming and requires adequate planning. First, the project specifications have to be carefully thought through, and then costs must be obtained. Next, the projects are submitted, on a specified form, to the Kansas Board of Regents for approval. Once the project is approved by the Kansas Board of Regents the project is completed and the College is required to “draw down” funds electronically through the Kansas Board of Regents website. The Vice President of Administrative Services is required to submit a report each quarter to summarize the projects completed along with applicable federal identification numbers.

The College utilized these funds for infrastructure projects that bolstered the core technological structure of the College and overall energy efficiency. In most cases, the new T5 lights will pay for themselves over a period of three years. In addition, the College has started a $1.8 million remodel project, and a large portion of the ARRA funds was utilized for this project.
Overall Expenditures

While the transition from the USD 305 BOE to the Board of Trustees has provided many opportunities, it has also presented several challenges. Although the revenue structure under the governance of the USD 305 BOE has not changed substantially there has been a reduction in state aid due to statewide budget shortfalls. This shortfall has exacerbated the issues of functioning as an independent entity. For the College to continue to function, several services that were once performed by USD 305 are now exclusively paid for with College funds. While the College was under the governance of USD 305 BOE, certain payments were made for services rendered to the College. Table 4.12 outlines some of the services that have been transferred from USD 305 since July 1, 2009, and what the College was paying for these services. As the College continues to mature, an increase of services will necessarily take place as part of the overall plan to increase services to students and further serve the mission of the College.

<table>
<thead>
<tr>
<th>Table 4.12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Services Provided by USD 305 – FY09</strong></td>
</tr>
<tr>
<td>MIS – Computer Services</td>
</tr>
<tr>
<td>Administration – Superintendent/HR</td>
</tr>
</tbody>
</table>

Technology Planning

The technology infrastructure of Salina Tech is extremely solid. The system was previously maintained by the USD 305 Management Information Systems (MIS) department. This produced some problems when combining the needs of K-12 students and those in a post-secondary setting. Beginning in July 2009, the infrastructure underwent a number of changes as the transition to an independent technical college began. The basic infrastructure, including a backbone of fiber optics from building-to-building was already in place as a base on which to build; however, a number of the other systems were several years old, including all switches and some servers. The College had its own server for student records, data storage, and financial documents already on campus but there was no server for email and antiviral software licensing requirements. These were supplied as part of the USD 305 MIS services.

New firewall software, called Lightspeed, was installed and antiviral spam filters were established at the server and individual computer level. Two new servers were installed for student data, with one being a SQL server for the new student information software system. System upgrades continued with the replacement of all core switches in the main server room. A complete backup system and a new exchange server for Microsoft Outlook were installed as well. Additional technology upgrades occurred in fall 2010 including the replacement of all remote switches on the campus and the installation of a campus-wide wireless networking system. As a result of these system upgrades, the infrastructure of the entire campus is up-to-date, stable, and reliable. All systems are compatible, efficient and primed for additional infrastructure additions as necessary for quality technological instructional systems in the future.

Part of the transition from USD 305 included departure from the linked telephone communications system. In July 2009, Salina Tech replaced its outdated phone system with a new digital Toshiba system. The College had already owned its trunk line numbers but had to
install a new Primary Rate Interface (PRI) line for the phone system. The new system has all the conveniences, including voice mail, call forwarding, call waiting, conference calling, and a complete rollover system.

In fall 2010, three existing computer labs were replaced. The Dental Assistant program received 18 new computers utilizing current flat screen monitors. The Business Administrative Technology program received 23 new computers with dual 22” monitors, and the Computer Aided Drafting program received 20 new work stations with 24” monitors. All computers were the latest technology at the time.

Salina Tech prides itself in having the latest software available to students when practical. Students in the Computer Aided Drafting program learn on the latest versions of Autodesk and Solid Works while both the Computer Aided Drafting and Business Administrative Technology programs are using a new student monitoring and teaching software called LanSchool, which allows the instructor to demonstrate software on the student’s monitor from the desk of the instructor. The Commercial and Advertising Art program utilizes industry standard softwares recommended by their advisory council.

The remodeling project in the basement of Building A in spring 2011 has provided several new classrooms equipped with new interactive monitors and touch screen capabilities. The College intends to verify the effectiveness of this technology and develop plans to populate this technology in the current classrooms of Buildings B, C and E. Each classroom has an LCD projector and most have Elmos that are desk mounted.

**Human Capital/Human Resources**

The College has every reason to be excited about the impressive human capital that has been assembled. Prior to July 1, 2009, many functions of the College were provided by USD 305 including human resources, payroll and accounting, business office, maintenance, technology management, and facilities management. Although a plan was developed to take as long as three years to complete the College’s transition to independence, the actual process was accomplished in four months. Additional improvements continue to occur as the College community becomes accustomed to being an autonomous entity.

A number of new positions were created and many employees accepted additional roles to contribute to the success of the College. Along with some new positions, new titles were also applied to a few positions. In just over a year, new positions were created for a Director of Financial Services, Director of Maintenance, Learning Resources Specialist, Director of Admissions and Registration, and the College’s first President.

The College created a number of systems in order to function autonomously, including payroll, benefits, accounting, technology management, maintenance, accounts payable, and human resources to name just a few. A cultural change was required along with new processes and procedures requiring unique personnel to develop these systems in a rapid and efficient manner. The College is extremely proud of the dedicated employees who have stepped up to forge new systems that did not exist prior to July 2009. In some cases, existing personnel took on additional
duties. The current Vice President of Administrative Services assumed the duties of the Chief Financial Officer and oversight of human resources along with direct supervision of facilities and the outsourcing of IT services.

The strength of Salina Tech continues to be centered in the instructional staff. Student surveys continue to indicate that the strength of the College lies within the dedicated technical expertise of its instructors. Technical education is unique in that instructors are generally required to have at least five years of experience in their craft area for employment. Another positive benefit of the College is the amount of time and resources dedicated to professional development of current instructional staff. The College utilizes Carl D. Perkins funds to the extent possible and has a specific line item in the budget dedicated to professional development. Table 4.13 specifies the years of practical experience and educational experience of all faculty. Personnel records for all employees are housed in the office of the Director of Financial Services.

<table>
<thead>
<tr>
<th>Table 4.13 Instructor Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average years of practical experience in career area</td>
</tr>
<tr>
<td>Average years of teaching experience at Salina Tech</td>
</tr>
<tr>
<td>Average years of total experience in career area including practical and teaching</td>
</tr>
<tr>
<td>Total years of practical experience in career area</td>
</tr>
<tr>
<td>Total years of teaching experience at Salina Tech</td>
</tr>
<tr>
<td>Total years of experience in career area including practical and teaching</td>
</tr>
</tbody>
</table>

*Adjunct data was not included in this table. The 20 full-time instructor data was used for this table.*

Core Component 2c

The organization’s ongoing evaluation and assessment processes provide a reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

The College and its collective partners fully recognize that continual and meaningful assessments are hallmarks of strategies to improve institutional performance. Pursuant to multiple assessment processes, the College will continue to produce graduates who are skilled and meet the demands of area employers, which is vital to the College’s mission. All outcomes and end products must be continually scrutinized for effectiveness and overall success.

In technical education, the landscape of change is immersed in the fabric of each person on the campus. The College collects data to evaluate institutional effectiveness in multiple areas as the College’s transformation continues to occur. Salina Tech realizes that colleges are judged on the success of their graduates and their ability to meet the demands of a rigorous and constantly changing society that is becoming more complex each day.
Salina Area Technical College  HLC Self Study

Chapter Four: Criterion 2: Preparing for the Future

Measuring Institutional Effectiveness

Salina Tech has a dynamic process of planning and assessing institutional effectiveness. The College uses various survey instruments to collect data, including several third-party testing indicators, Board of Trustees monitoring reports, audit instruments, state performance agreements, and program reviews. The College also uses aptitude assessments such as the mechanical Differential Aptitude Test (DAT) and COMPASS® tests to advise students in their learning choices. As the College continues to mature, processes designed to improve the evaluation methods of institutional effectiveness are expected to evolve.

Additional information on direct measures of student learning is available in Criterion Three, Core Component 3a including: Assessment Plans, National Occupational Competency Testing Institute (NOCTI) test results, WorkKeys® analysis, Summary of Employment Competencies, and Differential Aptitude Tests. The following assessment instruments deal more specifically with assessing institutional effectiveness, although there is some overlap.

Graduate and Job Placement Survey

Each year Salina Tech conducts a Graduate and Job Placement Survey. The survey is conducted following state mandated Kansas Board of Regents guidelines and provides information in multiple categories regarding institutional effectiveness:

1. Job Placement Percentages – for the graduating class of May 2009, the percent of graduates employed, in the military, or pursing their education was 85 percent. The survey breaks the graduate information down in multiple categories.
2. Wage Report – for the graduating class of May 2009, the average wage was $12.10. The survey breaks wages down by program.
3. Employment by Region – the survey breaks employment down by city, state, and out-of-state.
4. Graduate comments by program.
5. Two-year program comparison data.
6. Employer satisfaction with graduates – A survey where employers can recommend more training and make additional comments.

As indicated by Salina Tech’s high placement rates of 85 percent and related employer comments, the College is fulfilling its intended mission; however, through careful analysis of this data by College administration and the Board of Trustees, the 2010 survey will be expanded to provide improved data on employer satisfaction, employer training recommendations, and employer comments. Employer comments related to Salina Tech graduates have been positive and continue to be an indirect assessment measure of student learning.

Survey of Current Students

Each spring semester, the College administers a Survey of Current Students. As a means of another form of indirect assessment, the survey collects information on student satisfaction with instruction, student services, and general areas of institutional effectiveness. Students rank
services on a scale of 1 (low) to 4 (high). The top ranked areas for FY10 and FY11 are shown in Table 4.14. Table 4.15 provides the lowest ranked areas for the same two-year period.

<table>
<thead>
<tr>
<th>Table 4.14</th>
<th>Top Areas of Student Satisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area of Satisfaction</td>
<td>FY10</td>
</tr>
<tr>
<td>Overall quality of instruction</td>
<td>3.53</td>
</tr>
<tr>
<td>Days/times at which courses are offered</td>
<td>3.44</td>
</tr>
<tr>
<td>Admissions and registration</td>
<td>3.40</td>
</tr>
<tr>
<td>Equipment/technology</td>
<td>3.37</td>
</tr>
<tr>
<td>Semester schedule</td>
<td>3.36</td>
</tr>
<tr>
<td>Financial aid</td>
<td>3.34</td>
</tr>
<tr>
<td>Overall quality of Student Services &amp; Learning Resources</td>
<td>3.33</td>
</tr>
<tr>
<td>Overall Quality of buildings, classrooms</td>
<td>3.20</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Table 4.15</th>
<th>Lowest Areas of Student Satisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Areas of Dissatisfaction</td>
<td>FY10</td>
</tr>
<tr>
<td>Library services</td>
<td>2.85</td>
</tr>
<tr>
<td>Bookstore services</td>
<td>2.85</td>
</tr>
<tr>
<td>Tutoring</td>
<td>2.96</td>
</tr>
<tr>
<td>Advising or counseling</td>
<td>2.99</td>
</tr>
<tr>
<td>Student life/student activities</td>
<td>3.04</td>
</tr>
</tbody>
</table>

Based on the lowest areas of dissatisfaction identified in the FY11 student satisfaction survey, Salina Tech implemented the following actions in FY11:

1. All instructors were asked to include research assignments each semester in their curriculum requiring the student to use either the library in their department, the online library in the resources lab, or the Kansas State University Library. In addition, signs were added to better identify some departmental libraries.
2. The College transitioned to an online bookstore with book buyback options.
3. Tutoring services were expanded for students taking College Algebra and Intermediate Algebra.
4. A faculty advising model was integrated with student services.
5. Additional money was set aside to coordinate student activities.

Results from the FY11 survey indicated that four of the five areas of dissatisfaction had improved or remained the same; however, the dissatisfaction rating for library services increased significantly. Salina Tech took action to determine the cause of this increase by resurveying students and faculty. Both groups indicated that students did not know what the survey meant by “library services.” A recommendation was made to change this question to evaluate the “departmental library” on the next survey.
Students feel satisfied with the education they are receiving at Salina Tech ranking “overall quality of instruction” extremely high in both FY10 and FY11. Survey results will continue to be monitored for quality improvement.

Faculty and Staff Survey

Every spring Salina Tech conducts a faculty and staff survey. As an indirect assessment of the College’s effectiveness, the survey collects information from employees to evaluate several areas of institutional effectiveness. The top ranked areas for the FY10 Faculty and Staff Survey were:

1. Students are generally satisfied with the quality of instruction provided by Salina Tech (96.9 percent).
2. I support Salina Tech’s mission and goals (90.7 percent).
3. The College’s facilities support teaching and learning (90.3 percent).
4. Students are generally satisfied with Student Services and Learning Resources (90.4 percent).
5. I understand how my job fits into the overall College operation (87.6 percent).

The lowest ranked responses from the FY10 Faculty and Staff Survey were:

1. Salina Tech has effective leadership (48.4 percent).
2. I feel free to express ideas (53.2 percent).
3. I received adequate on-the-job training or assistance for my present job (56.3 percent).
4. The organizational structure of the College is effective for carrying out its mission and goals (58 percent).

To address employee concerns, a leadership committee comprised of non-administrators was appointed in Spring 2010 to make recommendations to administration on what leadership issues needed improvement for FY11. Administration immediately implemented the recommended actions in Summer and Fall 2010 and a benchmark survey was administered in October 2010 to monitor progress. The survey indicated significant improvement in the three areas related to administration.

In April 2011 the FY11 Faculty and Staff Survey was administered. Of the 27 questions asked, 25 showed improvement over the FY10 Faculty and Staff Survey including significant gains in the lowest ranked responses. Comparative results indicate the following:

1. “Salina Tech has effective leadership” improved from 48.8 percent in FY10 to 83.8 percent in FY11.
2. “I feel free to express ideas” improved from 53.2 percent in FY10 to 87.5 percent in FY11.
3. “I received adequate on-the-job training or assistance for my present job” improved from 56.3 percent in FY10 to 88.3 percent in FY11.
4. “The organizational structure of the College is effective for carrying out its mission and goals” improved from 58 percent in FY10 to 84.4 percent in FY11.
In FY11 the top ranked areas from the Faculty and Staff Survey were:

1. I feel that my job is important (100 percent).
2. I support Salina Tech’s mission and goals (100 percent).
3. I understand how my job fits into the overall College operation (97.1 percent).
4. I receive appropriate supervision (97.1 percent).
5. Students are generally satisfied with the quality of instruction (97 percent).
6. I like my job (97 percent).
7. I understand the duties and responsibilities of my job (97 percent).
8. The College facilities support teaching and learning (97 percent).
9. The College’s academic resources support teaching and learning (97 percent).

**Strategic Plan Monitoring Reports**

The College utilizes 19 monitoring reports, as shown in Table 4.16, as a benchmark for progress toward its strategic plan, including many of the surveys and reports previously identified. These reports are reviewed during public Board of Trustees meetings and are used to monitor the quality of teaching, learning, and overall institutional performance.

<table>
<thead>
<tr>
<th>Table 4.16</th>
<th>Salina Tech Monitoring Reports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Review Reports</td>
<td>Assessment of Student Learning</td>
</tr>
<tr>
<td>Employment Competencies Report</td>
<td>Graduate and Job Placement Survey</td>
</tr>
<tr>
<td>Three-Year Instructional Technology Plan</td>
<td>Foundation and Alumni Report</td>
</tr>
<tr>
<td>Facilities Master Plan</td>
<td>Survey of Current Students</td>
</tr>
<tr>
<td>Faculty and Staff Survey</td>
<td>Semi-annual Budget Reports</td>
</tr>
<tr>
<td>Annual Report on Promotional Efforts</td>
<td>Enrollment Report</td>
</tr>
<tr>
<td>Community Involvement Report</td>
<td>Advisory Committee Survey</td>
</tr>
<tr>
<td>Annual Budget</td>
<td>Three-year Budget Projection</td>
</tr>
<tr>
<td>Annual Financial Audit</td>
<td>Administrative Verifications</td>
</tr>
<tr>
<td>Accreditation Updates</td>
<td></td>
</tr>
</tbody>
</table>

**Audits**

Institutional quality and reliability are also documented through several external audit processes, including civil rights, A-133 financial aid, and FY10 financial audits. The College has met the quality indicators and performance requirements of these audits.

**State Performance Agreements**

All postsecondary institutions in Kansas are required by the Kansas Board of Regents to develop and have approved a three-year [Performance Agreement Plan]. The primary goal for institutions is to review their overall outcomes and develop “stretch goals” that will ultimately provide better services and educational outcomes to students. Successful or unsuccessful completion of the majority of the performance goals is tied directly to any new funding made available by the legislature.
Within the framework of Salina Tech’s performance agreement are specific goals to increase student learning, increase transferability and matriculation of students, increase student activities within the community, increase diversity, and obtain accreditation through the HLC-NCA. This measure of institutional quality provides the institution with direct data to evaluate College performance. The College’s performance agreement was developed by administration, faculty, and staff that had both a stake in the written goals and were responsible for the ultimate outcomes. The goals within the agreement, as noted in Table 4.17, are kept in front of all College employees and continual updates are monitored as a way of knowing what is required to meet or exceed the stated goals. It should be noted that the goal targets increase each year, and if an institution should have an outstanding year, the future goal targets are increased to reflect the unusual success. The current performance agreement ends December 31, 2011.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Performance Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 1</td>
<td>Improve the seamlessness from high school to certificates, associate’s degree, beyond</td>
</tr>
<tr>
<td>Goal 2</td>
<td>Improve student assessment and development math course results</td>
</tr>
<tr>
<td>Goal 3</td>
<td>Improve workforce development by strengthening connection between business and industry and Salina Tech</td>
</tr>
<tr>
<td>Goal 4</td>
<td>Improve community relations through partnerships and projects</td>
</tr>
</tbody>
</table>

### Program Review

Prior to becoming an independent College, Salina Tech’s program review process was based primarily on student enrollment or FTE. A more detailed process was implemented beginning with FY10. Salina Tech’s program review process requires instructors to obtain necessary information to complete the document, including such areas as vision, strategies for growth, learning outcomes, assessment goals, strengths, areas to work on, resources needed, and job outlook.

The Program Data section of the program review document is obtained from the Registrar and placement data. The placement data gives a three-year historical snapshot of placement, headcount, placement rates, secondary and post-secondary enrollments, and male to female ratio. Other areas on the program review are financial in nature. These data are collected and completed by the business department of the College. Categories include full-time equivalent (FTE) for secondary and post-secondary students, state aid, number of credit hours, and all revenues from tuition and fees. A separate area focuses on expenses, which include teaching salary and benefits, support staff salary and benefits, institutional costs, supplies, and equipment. These reports are presented to the Board of Trustees for their review.

Major actions taken as a result of FY10 program reviews included:

1. Enrollment and financial data indicated a weakness in the processes used to confirm matriculation. As a result, the enrollment day was moved up approximately two weeks before the start of class and is the date students are required to pay their tuition and fees to assure their seat in the program, register for classes, and attend orientation. Previously, enrollment day was on the first day of class.
2. Through the **Dental Assisting program review** process it was determined that a differential tuition rate was needed to support program costs. As a result, student tuition was increased.

3. The Environmental Technology program curriculum has two tracks, non-potable and potable water. It became evident during the program review process that potable water lacked the student FTE to support this curriculum track resulting in the elimination of a position.

No actions were taken as a consequence of the FY11 program reviews, except to recommend a change in the process for FY12. The current practice takes fall enrollment and projects revenue and expenses for the year - it has the advantage of being more "real time" but because it is an estimate, it is also a disadvantage. In FY12, administration will use previous year actual enrollment data and costs. The program review process provides significant direct data on the effectiveness of each technical program.

**Institutional Research**

The College plans well in advance for state and federal reports. Institutional research activities are the primary responsibility of a half-time employee with 27 years of institutional research experience at Salina Tech. The employee is responsible for filling out multiple federal and state reports and reports required by the Board of Trustees.

The timeline of reports and responsibilities is a result of careful planning and communication necessary to meet institutional goals. Additionally, the Director of Admissions and Registration, Director of Continuing Education, Vice President of Student Services, and the Director of Financial Aid have secondary institutional research roles.

**Core Component 2d**

All levels of planning align with the organization’s mission, thereby enhancing its capacity to fulfill that mission.

While under the governance of the USD 305 BOE, the former Salina Area Technical School (SATS) administration and advisory council reviewed and discussed planning to make certain the mission was being fulfilled. During the legislative process and local determination that transitioned SATS to Salina Tech, the goal of fulfilling the mission of the College did not change. In fact, the future, although unknown, galvanized the administration, faculty, and staff in a united effort to focus specifically on student success and the future. The human capital that was present during this time was a key driving force in the current and future success of Salina Tech.

As the school became a college, an increased emphasis was devoted to mission commitment. The College included the mission in handbooks, policy manuals, and institutional plans to ensure
planning was aligned with the mission. As a result, the following documents include the College’s mission statement: Employee Handbook, Faculty Handbook, Student Handbook, Administrative Handbook, College Catalog, Board Policy Manual, Strategic Plan, Operational Plan, and the Enrollment Management Plan.

Strategic priorities, as outlined in the College’s strategic plan were created to ensure alignment with the mission. The strategic priorities were then used as a foundation for goal setting for senior administrators in their annual plans and for creation of the College’s Operational Plan. This allows for key institutional planning to be directly aligned with the College mission. The Enrollment Management Plan aligns with priority three of the strategic plan, “enrollment and access,” as do the diversity initiatives. Facility planning initiatives are embedded in strategic priority two. Each plan integrates key principles identified in the mission.

The budget is created to fulfill the College’s mission. It incorporates instructional technology planning, student services and enrollment planning, and many of the initiatives designed to improve student learning. It is created with a forecast of enrollment and is reviewed periodically by the administration. Budgeting information is shared openly with internal constituents to promote an honest, ethical exchange of information. This openness also provides evidence that the College is committed to its vision and values, both of which were created to support the mission.

Annual program reviews include a departmental mission statement. The department’s mission statement is reviewed by the administration and the Board of Trustees annually to verify appropriateness and alignment with the College mission.

State performance planning is also aligned with the College mission. Goals are created in areas designed to improve quality. The College President also works closely with other presidents and legislators to make certain funding models allow future success of the mission.

The planning and execution of various institutional plans are clearly evident and highly focused on student success. The College has emphatically embraced its independent college status with fervor and enthusiasm. The systems that have been developed are numerous and include inspection and reevaluation processes. These processes have become a part of the College culture to ensure continued success of each aspect of its operation.

The new Board of Trustees, the College’s first President, a seasoned administrative staff, and additional support staff have begun the process of developing the human capital necessary for the College to flourish. The College’s first strategic plan is being implemented and the initial phase of the transition from a school to a college has taken flight. The difficult economic challenges within the state have been met by the College. In spite of many obstacles, the College continues to provide a value-added education to students and the community.
Summary

The College demonstrates unwavering fiscal responsibility through a commitment to sound planning on multiple levels. The plans are mission driven and forward thinking. Constituents are included in planning, and data is analyzed to determine their effectiveness. As a result, the facilities, equipment, and technology meet the needs of the College.

While processes for assessing institutional effectiveness are still maturing, FY10 results provided baseline data, and actions were taken based on this data. Although FY11 data improved in many areas, the College will continue to look at the future and plan accordingly.

Salina Area Technical College takes pride in . . .

1. The resiliency that the College and its employees have demonstrated over the past several years. With the shift from school to College and from multiple changes in state budgeting, the College’s employees have been consistently committed to student learning.

2. Its student placement rates and student satisfaction levels as cited in satisfaction survey results.

3. Its fiscal responsibility. The College has reserve funds that nearly equal one year of budget requirements.

4. Its facilities and how well they are maintained. Two buildings are relatively new and one has been recently remodeled.

5. The diligent efforts of its instructional staff and administration to obtain the necessary equipment and supplies to deliver efficient and up-to-date technical education.

6. Its institutional planning processes for new and emerging technology in each program area.

7. The current leadership understands the importance of planning to meet the future needs of the community, the College, and its students.

8. Its ability to provide and maintain facilities that support a high level technical education and an innovative learning environment dedicated to student-centered learning.

9. The strength of the College’s Institutional Research, Financial Aid, Student Services, and Business offices. These offices are run effectively and continue to produce accurate results.
Salina Area Technical College challenges itself to . . .

1. Continue to make improvements in Buildings A and E, especially the first floor of Building A.

2. Make improvements in its student information system.

3. Approach its budgeting process in a thoughtful manner. As with all state supported institutions, finances will continue to be a major concern. Salina Tech is receiving nearly $300,000 less in funding than it did three years ago due to state budget cuts. The College needs to be very conservative in its approach to budgeting and spending.

4. Grow even though there are no additional resources.

5. Obtain candidacy status with the HLC-NCA that will allow the College to build new articulation agreements with four-year educational institutions that allow for the transferability of credits and degrees.

6. Expand the short-term educational and training opportunities through its continuing education and workforce development programs.

7. Develop a College foundation that can serve as a conduit for financial development of scholarships and institutional fund raising.

8. Continue to refine financial reports that provide important financial data to department heads and administrative persons.

9. Continue to identify its human resource needs and develop a plan for recruitment, selection, development, and retention of employees in all strata that supports the mission and values of the College.

10. Develop a Facility Master Plan that takes into account future needs, future equipment failures, and cross functional educational needs.

11. Develop new instructional delivery methods, including on-line and hybrid classes.

12. Improve the efficiencies of its processes in the Institutional Research, Student Services, and Business offices.

13. Continue to update the technology infrastructure to facilitate student learning and effective instruction with a vision of on-line learning and other web-based applications for College constituents.
Chapter FIVE

5

STUDENT LEARNING EFFECTIVE TEACHING
Chapter Five: Criterion 3: Student Learning and Effective Teaching

The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Salina Area Technical College (Salina Tech) uses a variety of assessment instruments designed to document mastery of student learning and teaching effectiveness. Direct measures include: assessment plans, National Occupational Competency Testing Institute (NOCTI) testing, and WorkKeys® testing. Indirect measures include such instruments as the: Graduate and Job Placement Survey, Survey of Current Students, Faculty and Staff Survey, and Advisory Committee Survey.

The College also uses a variety of reports that evaluate institutional effectiveness, including enrollment reports, annual program reviews, financial reports, and the College's Operational Plan. These assessment reports “provide evidence of student learning and teaching effectiveness that demonstrate” Salina Tech is fulfilling its educational mission of meeting the employment needs of the region.

Core Component 3a

The organization’s goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

Learning Outcomes – Program Level

Program assessment, at its broadest level, is provided through program learning outcomes that are designed to improve a student’s technical, communication, critical thinking, interpersonal and workplace skills. Program learning outcomes at Salina Tech define broad program goals for each technical program. These outcomes are developed by faculty and program advisory committees, and then reviewed with the Vice President of Instruction. Administration and the Board of Trustees review program learning outcomes annually to validate that they align with the mission, are professionally written, and measureable. Program learning outcomes are reviewed and discussed with students on the first day of each semester, are available on the College website, and are included in the annual program review monitoring reports to the Board of Trustees.

Learning Outcomes – Course Level

Each program identifies course learning outcomes for each course to improve a student’s skills in the technical field of their choice. These learning outcomes include communication, critical thinking, interpersonal and workplace skills. Learning outcomes for each course are included in the course syllabus and are available to students.
Course syllabi, including learning outcomes, are typically created, reviewed and updated by faculty before courses begin each fall. Once the course syllabus is created, they are approved by the program advisory committee. Electronic and hard copies are given to the Vice President of Instruction, who reviews the appropriateness of the learning outcomes and their alignment with the program goals and mission of the College. The Vice President of Instruction brings all course syllabi to the Academic Affairs Committee for approval.

Course learning outcomes are clearly stated and reviewed with all students at the beginning of each academic year. These learning outcomes are used to create competency profiles, which are shared and reviewed with students periodically.

**Learning Outcomes - State Curriculum Alignment**

Salina Tech, along with the other two-year colleges in Kansas, participates in a statewide curriculum alignment process administered by the Kansas Board of Regents. The state alignment process includes input from industry advisory committees, instructors, and administrators to:

I. Identify value-added exit points within programs.
II. Identify and support student acquisition of nationally recognized third-party industry credentials.
III. Identify a few common courses, which can serve as a bridge for articulation opportunities with secondary partners.
IV. Decrease the variability in program length.

Once a program’s alignment is agreed upon by all two-year college instructors, it is then vetted statewide to college administrators and is submitted to the TEA for approval and recommendation to the Kansas Board of Regents. Final approvals of all program alignment initiatives come from the Kansas Board of Regents and are implemented the following academic year. Generally, the curriculum alignment process does not prescribe program or course learning outcomes; however, it does prescribe course titles with general course descriptions.

Salina Tech has 11 programs that have gone through or are scheduled for state curriculum alignment. They are: Auto Collision Repair, Automotive Technology, Construction Technology, Dental Assistant, Diesel Technology, Electrical Technology, Electronic Engineering Technology, Heating Ventilation and Air Conditioning, Machine Tool Technology, Machine Tool Technology, Medical Assistant, and Welding Technology. Four of Salina Tech’s programs have not gone through the curriculum alignment process. They are: Business Administrative Technology, Commercial and Advertising Art, Computer Aided Drafting, and Environmental Technology.

**Competency Profiles**

Course learning outcomes are embedded into the competency profile, which is used to track mastery of student learning. The competency profile may include dozens of measurable learning outcomes from every course in the program. The profiles are in a spreadsheet format and the summary worksheet averages all the individual student competencies. Faculty can then better
analyze if course and program learning outcomes are being achieved. Salina Tech utilizes the competency profile to guide and document effective assessment.

Assessment Plans

Assessment is the foundation on which the curriculum of Salina Tech is built. Over the years assessment tools have become more widely used and valued by the College faculty. They are a cornerstone in curriculum analysis and serve as a means of measuring the quality of student learning. Assessments ensure that learning is occurring in the classroom, that students are ready for the workplace, and that students can perform as expected. They are also used to measure institutional quality and monitor progress toward achieving goals within the College’s strategic plan.

Instructors monitor and analyze student learning via an annual assessment plan. The plan is created in September and sets expectations for student performance that are included on the competency profile. In May, data is analyzed to determine if learning outcomes have been met or if corrective action needs to be taken.

All of Salina Tech’s technical programs, as well as its general education program, have an assessment of student learning plan that measures student achievement toward learning outcomes. Based on data collected through the assessment process, instructors modify their assessment plan to clarify and improve assessment measures that seek greater student outcomes.

An Assessment of Learning page on the College’s website summarizes the connectivity between learning outcomes, competency profiles, and assessment plans for easy analysis and public viewing. Assessment plans and results are reviewed annually by administration, program advisory committees, and the Board of Trustees.

Assessment Committee

The College’s Assessment Committee oversees and monitors the competency profiles and assessment plans. It consists of four faculty members, two staff members, and the Vice President of Instruction. Salina Tech's faculty driven assessment process creates annual assessment plans, sets criteria measures, evaluates student learning, monitors results, and creates strategies for improvement. The Assessment Committee edits the faculty assessment plan, provides training and assistance to faculty, and makes certain timelines are adhered to.

Advisory committees, administration, and the Board of Trustees review data resulting from the assessment of student learning. The Assessment Committee meets twice a semester, or as needed. Table 5.1 provides the names and titles of Assessment Committee members.
Measuring Student Learning

National Occupational Competency Testing Institute (NOCTI)

NOCTI is a provider of occupational competency assessment products and services to postsecondary schools. As a requirement of the Kansas Board of Regents curriculum alignment process, all graduating students must be tested via an approved third-party assessment. NOCTI is administered to students before graduation, and it compares Salina Tech’s graduate data with state and national data. Since FY07, NOCTI testing has been used in 13 programs. The NOCTI test includes a written test and a performance test, both of which are administered without cost to students.

In an effort to evaluate Salina Tech’s program graduates more effectively with national program graduates; three-year trends were developed. NOCTI results are included in Salina Tech’s Performance Agreement with the Kansas Board of Regents. Table 5.2 provides Salina Tech’s performance data on the NOCTI tests and the comparison to state and national data.
Table 5.2
National Occupational Competency Testing Institute (NOCTI)
FY10 Results

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Auto Collision Repair</td>
<td>67.06</td>
<td>66.90</td>
<td>67.60</td>
<td>96.75</td>
<td>90.90</td>
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<td>Automotive Technology</td>
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<tr>
<td>Commercial and Advertising Art</td>
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<td>Computer Aided Drafting</td>
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<tr>
<td>Construction Technology*</td>
<td>63.50</td>
<td>N/A</td>
<td>N/A</td>
<td>75.20</td>
<td>N/A</td>
<td>N/A</td>
<td>69.35</td>
<td>na</td>
<td>na</td>
</tr>
<tr>
<td>Dental Assistant</td>
<td>78.60</td>
<td>76.50</td>
<td>69.40</td>
<td>97.80</td>
<td>98.20</td>
<td>95.50</td>
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<td>82.45</td>
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<td>Diesel Technology</td>
<td>75.97</td>
<td>74.50</td>
<td>64.60</td>
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<td>95.70</td>
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<td>78.90</td>
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<td>Electronic Engineering Technology</td>
<td>40.35</td>
<td>55.40</td>
<td>52.60</td>
<td>77.00</td>
<td>82.40</td>
<td>90.80</td>
<td>58.68</td>
<td>68.90</td>
<td>71.70</td>
</tr>
<tr>
<td>Heating Ventilation and Air Conditioning</td>
<td>59.10</td>
<td>52.30</td>
<td>59.90</td>
<td>99.30</td>
<td>96.80</td>
<td>97.40</td>
<td>79.20</td>
<td>74.55</td>
<td>78.65</td>
</tr>
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<td>83.08</td>
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<td>76.90</td>
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<td>94.40</td>
<td>80.90</td>
<td>83.90</td>
<td>85.65</td>
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<td>87.20</td>
<td>73.59</td>
<td>70.50</td>
<td>76.50</td>
</tr>
</tbody>
</table>

Of the 13 programs using NOCTI assessments, eight tested above the state and national average. Two tested above the state but below the national overall averages and two programs tested below the state and national average. No programs tested below the state and national averages two years in a row.

WorkKeys®

WorkKeys® assessments measure student learning in three areas: Reading for Information, Math, and Locating Information. Based on WorkKeys® scores, students receive a platinum, gold, silver or bronze Kansas WORKReady certificate. A platinum certificate recognizes that a student has the core skills for 99 percent of the jobs profiled by WorkKeys®. A gold certificate recognizes that the student has the core skills for 90 percent of the jobs profiled. A silver certificate recognizes that a student has 70 percent of the core skills and a bronze certificate reflects a
ranking of 30 percent. Students are encouraged to include their WorkKeys® results with their resume when applying for a job. Table 5.3 provides a breakdown of the number of certificates awarded by category.

<table>
<thead>
<tr>
<th>Certificate Level</th>
<th>No. of Students</th>
<th>% of Students</th>
<th>Certificate Level</th>
<th>No. of Students</th>
<th>% of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Platinum*</td>
<td>2</td>
<td>1.47%</td>
<td>Gold</td>
<td>23</td>
<td>16.91%</td>
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<tr>
<td>Gold</td>
<td>26</td>
<td>20.80%</td>
<td>Silver</td>
<td>83</td>
<td>61.03%</td>
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<tr>
<td>Silver</td>
<td>67</td>
<td>53.60%</td>
<td>Bronze</td>
<td>26</td>
<td>19.12%</td>
</tr>
<tr>
<td>Bronze</td>
<td>17</td>
<td>13.60%</td>
<td>No Certificate</td>
<td>2</td>
<td>1.40%</td>
</tr>
<tr>
<td>Total Students</td>
<td>125</td>
<td>100.00%</td>
<td></td>
<td>136</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

*The Platinum Certificate was added in FY10.

In FY10, the students were given access to the Worldwide Interactive Network (WIN) at the beginning of the academic year. WIN is a practice site for future WorkKeys® testers. WorkKeys® scores improved from the previous two years and the students’ access to WIN was considered to be a factor in the improved scores. The area where students scored the lowest was in the area of Locating Information. The College is going to include a goal to increase WorkReady levels on the 2012-2014 state performance agreement.

**Differential Aptitude Tests**

Salina Tech piloted the mechanical reasoning Differential Aptitude Tests as a predictor of student success in the Heating Ventilation and Air Conditioning program during FY10 and again in FY11. The test measures a student’s aptitude toward mechanical reasoning skills. Students were tracked over the two-year period to determine if the test would be able to forecast success. The pilot study indicated that the aptitude test has some reliability as a factor in the successful completion of a program. As a corollary of this study, Salina Tech will require a minimum score of 30 for FY12 on the mechanical reasoning test for entry into the Heating Ventilation and Air Conditioning program. Results will continue to be monitored.

In FY11, the pilot study expanded to include the Auto Collision Repair, Automotive Technology, Construction Technology, Diesel Technology, Electrical Technology, and Machine Tool Technology programs. Ultimately, if instructors determine that the aptitude test is a reliable predictor of program completion, it will be used as a career counseling tool and/or required as a part of the programs’ minimum entry requirements.

**Summary of Employment Competencies**

Each summer, Salina Tech summarizes direct and indirect assessment data regarding student learning into the Summary of Employment Competencies report. The report is a brief summary highlighting key information from multiple instruments. It also identifies actions taken as a result of the data. This document brings multiple assessment measures under one umbrella, which
allows Salina Tech the ability to analyze their effectiveness and to implement actions to improve learning.

**Collecting Evidence of Student Learning**

Salina Tech uses a variety of direct and indirect measures to assess student learning and institutional performance. Data is collected utilizing several approaches.

Faculty assesses student learning in the classroom through written work, shop or laboratory work, written tests, group work, skill tests, student projects, research assignments, clinical experience, creative work, oral presentations, proficiency exams, audits, presentations, internships, community engagement and/or service learning experience, qualifying exams, verbal questioning, role playing, spot performance testing, and hands on assessments. A student's performance in each area is documented on the competency profile and in SnapGrades, a web based gradebook for instructors with student access.

The Learning Resources Specialist proctors the NOCTI written test. The performance portion of the test is administered by a member of business and industry, often a member of the program’s advisory committee. The written and performance portions of the test are collected by the Learning Resources Specialist, mailed to NOCTI, where they are scored and posted to the NOCTI website. The business and industry proctor grades performance results. The Learning Resources Specialist prints out a copy of the results from the NOCTI website for the instructor and the student. A spreadsheet is created to analyze the results and for historical tracking. Instructors, administration, and the Board of Trustees use this data to evaluate program quality. Instructors and administrators also use this data to make necessary adjustments to curriculum and/or instruction.

WorkKeys® tests are administered by the Learning Resources Specialist. The WorkKeys® answer sheets and booklets are mailed to ACT, where the answer sheets are scored. Test results are mailed back to Salina Tech. Each student receives his/her score in each of the three areas (Reading for Information, Math, and Locating Information) and an explanation of what the score means. The Learning Resources Specialist prints out a platinum, gold, silver, or bronze certificate for the students and enters the data into a cumulative spreadsheet for analysis and historical tracking.

The distribution and tabulation of surveys and assessment data are collected by various Salina Tech employees. The College President distributes the Faculty and Staff Survey and the Survey of Current Students via Survey Monkey, and disseminates the results to employees and the Board of Trustees. The Vice President of Instruction distributes and collects the Advisory Committee Survey and the Executive Administrative Assistant tabulates these results. The Graduate and Job Placement Surveys are distributed by the Vice President of Student Services along with the Learning Resources Specialist, who collects and tabulates the data and prepares the Graduate and Job Placement Report.
Core Component 3b

The organization values and supports effective teaching.

Qualified Faculty

Salina Tech faculty members are committed to student learning that develops skills necessary for employment, personal growth and lifelong learning. They design curriculum and co-curricular activities that support this vital part of the mission.

General education faculty must have a master’s degree and 18 graduate credits in their field of study for 100+ level courses commonly transferred into a baccalaureate program. Salina Tech also follows the Kansas Board of Regents concurrent enrollment guidelines as a minimum qualification in general education courses not commonly included in a bachelor’s degree, including: Technical Math, Intermediate Algebra, Technical Communications, and Introduction To Computers.

Within four years of being hired, technical instructors who do not have an associate degree or higher must complete an AAS degree. An instructor who does not have a technical certificate will be granted one based on experience after completion of the first year of teaching. The College pays for additional classes at Salina Tech that lead to the AAS degree.

New faculty members are required to take a 12-hour course called Kansas Council for Workforce Education-New Instructor Seminar, offered through Pittsburg State University (Kansas) or Hutchinson Community College. The College pays for the course that prepares the instructor for classroom teaching. In addition new instructors are assigned a faculty mentor and receive mentoring from the Vice President of Instruction. New instructors have one extra day 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.

During FY11, there were 20 full-time and approximately 25 adjunct and part-time faculty members. All instructors have a number of years of experience in industry that brings relevance and meaning to the learning experience for students. Table 5.4 and Table 5.5 provide details of each faculty member’s experience and degree level.
### Table 5.4
**Program Instructor Degrees and Experience**

<table>
<thead>
<tr>
<th>Program/Title</th>
<th>Name</th>
<th>Years of Experience</th>
<th>Practical, in-the-field experience</th>
<th>Teaching Experience</th>
<th>Full-time</th>
<th>Adjunct or part-time</th>
<th>Doctorate</th>
<th>Master's</th>
<th>Bachelor's</th>
<th>Associate's</th>
</tr>
</thead>
<tbody>
<tr>
<td>Auto Collision Technology</td>
<td>R. Fairchild</td>
<td>33</td>
<td>25</td>
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<td></td>
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<tr>
<td>Auto Collision Technology</td>
<td>A. Eaton</td>
<td>31</td>
<td>20</td>
<td>11</td>
<td>FT</td>
<td>X</td>
<td></td>
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<td></td>
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<tr>
<td>Automotive Technology</td>
<td>T. Conway</td>
<td>30</td>
<td>30</td>
<td>7</td>
<td>FT</td>
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<tr>
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<td>V. Manship</td>
<td>10</td>
<td>9</td>
<td>1</td>
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<td></td>
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<td></td>
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</tr>
<tr>
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<td>J. Smith</td>
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<td>12</td>
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<td>Commercial and Advertising Art</td>
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<td>Computer Aided Drafting</td>
<td>R. Weber</td>
<td>7</td>
<td>6</td>
<td>1</td>
<td>FT</td>
<td>X</td>
<td></td>
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<tr>
<td>Construction Technology</td>
<td>K. Watters</td>
<td>21</td>
<td>18</td>
<td>3</td>
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<tr>
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<tr>
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<td>J. Rick</td>
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<td>2</td>
<td>5</td>
<td>FT</td>
<td>X</td>
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<td>20</td>
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**GENERAL EDUCATION:**

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<th>Course</th>
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<th>Years of Experience</th>
<th>Practical, in-the-field experience</th>
<th>Teaching Experience</th>
<th>Full-time</th>
<th>Adjunct or part-time</th>
<th>Doctorate</th>
<th>Master's</th>
<th>Bachelor's</th>
<th>Associate's</th>
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</table>

**Totals**

|                  |           |         |         |         |         |         |         |         |         |         |         |
### Table 5.5
#### Degree and Experience of Continuing Education Instructors

<table>
<thead>
<tr>
<th>Program/Title</th>
<th>Name</th>
<th>Yrs of Experience</th>
<th>Practical-in-the-field experience</th>
<th>Teaching Experience</th>
<th>Full-time</th>
<th>Adjunct or part-time</th>
<th>Doctorate</th>
<th>Master's</th>
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<th>Associate's</th>
<th>Certificate</th>
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<td>Della Schwindt</td>
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<tr>
<td>CAD</td>
<td>Shawn Warner</td>
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<td>Welding</td>
<td>Ryan Pearson</td>
<td>6</td>
<td>6</td>
<td>4</td>
<td>PT</td>
<td>X</td>
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<tr>
<td>Healthcare</td>
<td>Joyce Porter</td>
<td>18</td>
<td>18</td>
<td>12</td>
<td>PT</td>
<td>X</td>
<td></td>
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<tr>
<td>Welding</td>
<td>Tom Vargas II</td>
<td>6</td>
<td>6</td>
<td>3</td>
<td>PT</td>
<td>X</td>
<td></td>
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<tr>
<td>Healthcare</td>
<td>Beverly Wolf</td>
<td>30</td>
<td>30+</td>
<td>3</td>
<td>FT</td>
<td></td>
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<tr>
<td>OSHA</td>
<td>Matt Spencer</td>
<td>12</td>
<td>12</td>
<td>10</td>
<td>PT</td>
<td>X</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Welding</td>
<td>Frank Jones</td>
<td>14</td>
<td>14</td>
<td>2</td>
<td>PT</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Commercial Art</td>
<td>Michael Guitierrez</td>
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<td>PT</td>
<td>X</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Totals</strong></td>
<td></td>
<td></td>
<td>0</td>
<td>1</td>
<td>8</td>
<td>8</td>
<td>3</td>
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</tbody>
</table>

**Professional Development**

Instructors have ample opportunities to participate in professional development activities. During the annual **program review** process, many faculty members highlighted professional development opportunities as a strength. The College uses Carl D. Perkins funds and funds from a designated line item in the general fund budget to support professional development activities. In FY10, $15,249 was spent on professional development (Carl D. Perkins – $13,431.72, General Fund – $1,817.44). As of March 31 2011, $26,939.43 was spent on professional development (Carl D. Perkins – $18,368.88, General Fund – $8,570.55).

At least once per semester, inservice training focuses on skills that improve teaching and learning. Topics have included technology, assessment, diversity, pedagogy, classroom
management, and peer-to-peer teaching. In FY11, all inservice activities were dedicated to integrating faculty advising with Student Services advising. Instructors also have access to the State of Texas Academic Resources Link (Starlink) professional development website, which specializes in classes to assist instructors in becoming better instructors. The Starlink network provides over 150 hours of professional development programming annually to 220 member colleges and universities in twenty-four states and Canada. Table 5.6 provides information related to the workshops, conferences, training, and inservice activities that instructors attended in FY10.

Table 5.6
Instructor Professional Development Activities in FY10

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SnapGrades Training</td>
<td>Integrating CS4 Workshop</td>
</tr>
<tr>
<td>Traxxion CIS</td>
<td>COMPASS® Workshop</td>
</tr>
<tr>
<td>HLC Annual Meeting</td>
<td>NOCTI Webinar</td>
</tr>
<tr>
<td>HLC Criterion and Core Component Training</td>
<td>Axio Learning Conference</td>
</tr>
<tr>
<td>NCCER Instructor Certification and Training</td>
<td>New Teacher Workshop</td>
</tr>
<tr>
<td>Skills USA Instructors Training</td>
<td>Cummins 2010 Emissions</td>
</tr>
<tr>
<td>Innovations in Career and Technical Education</td>
<td>Technology Education Drive In Conference</td>
</tr>
<tr>
<td>WITS Industrial Trades Show</td>
<td>Creating Awareness of NTOS</td>
</tr>
<tr>
<td>ACTE</td>
<td>Lead Advisor Workshop Skills USA</td>
</tr>
<tr>
<td>NACE International Auto Body Exposition</td>
<td>3M Plastic Repair and Headlight Repair</td>
</tr>
<tr>
<td>I-CAR Collision Repair</td>
<td>BASF RM Refinish Workshop/Certification</td>
</tr>
<tr>
<td>Loyola University &amp; Chicago Art Institute</td>
<td>EPA Rule 40 Workshop/Certification</td>
</tr>
<tr>
<td>Photoshop World Napp Conference</td>
<td>Pipe Welding 101 at Missouri Welding Institute</td>
</tr>
<tr>
<td>Automatic Transmission Service Seminar</td>
<td>MIG Welding 201 at Airgas, (Tulsa, OK)</td>
</tr>
<tr>
<td>Specialty Equipment Market Association Show</td>
<td>Mode 6 Diagnosis</td>
</tr>
<tr>
<td>Scope for Ignition</td>
<td>Misfire Diagnosis</td>
</tr>
<tr>
<td>Advance EVAP Testing</td>
<td>VW Turbo Diesel Injection</td>
</tr>
<tr>
<td>GM 6.6 Duramax Diesel</td>
<td>Dodge Cummins Diesel Engine Mgmt System</td>
</tr>
<tr>
<td>Air Conditioning Seminar</td>
<td>Using Scan Tool Information</td>
</tr>
<tr>
<td>Wastewater Operators School</td>
<td>Bloodborne Pathogen</td>
</tr>
<tr>
<td>First Aid and CPR</td>
<td>Dentrix Software Training</td>
</tr>
<tr>
<td>Midwest Dental Conference</td>
<td>Understanding Poverty &amp; College Student</td>
</tr>
<tr>
<td>NCA-CASI Workshops</td>
<td>Nitrous Oxide-Oxygen Training</td>
</tr>
</tbody>
</table>

In addition to the activities listed in Table 5.6, instructors actively participate in multiple professional organizations relevant to the disciplines they teach, including: American Dental Assistants Association (ADAA), North Central Association – Commission on Accreditation and School Improvement (NCA-CASI), Dental Assistant National Board Inc. (DANB), National Institute for Automotive Service Excellence (ASE), Altrusa International, SkillsUSA, American Welding Society (AWS), National Automotive Technicians Education Foundation (NATEF), Kansas National Education Association (KNEA), Delta Kappa Gamma (DKG), American Institute of Graphic Artists (AIGA), National Association of Photoshop Professionals (NAPP), Kansas Women in Higher Education (KWHE), Kansas Water Environment Association (KWEA), Water Environment Federation (WEF) and Inter-Industry Conference on Auto Collision Repair (I-CAR).
Effective Teaching Data

Salina Tech collects and analyzes indirect survey assessment data that evaluates the quality of effective teaching. Data from the FY10 and FY11 Faculty and Staff Survey, the FY10 and FY11 Survey of Current Students, and the FY10 and FY11 Advisory Committee Survey identified instructional quality, facilities, and equipment as strengths of the College.

While the surveys indicate that the organization values and supports quality teaching, comments from the FY10 surveys indicated concerns related to facilities and technology. In response to the noted concerns, the College took the following actions in summer 2010:

1. Parts of Building A were remodeled in FY11. The remainder will be remodeled in FY12-FY13.
2. Within Building A, significant technology upgrades were made in Computer Aided Drafting and Business Administrative Technology.
3. Two new engines were purchased for students to work on in the Diesel Technology program.
4. In the Welding Technology shop, significant money was spent on lighting, painting, and cleaning.
5. A Director of Maintenance position was cut in FY10 but reinstated in FY11 to assure that facilities are maintained and updated.

Because of these changes, survey data improved significantly in FY11. For example, the ratings for the “overall quality of buildings, classrooms” question on the FY11 Survey of Current Students increased from 3.32 in FY10 to 3.50 in FY11. On the Faculty and Staff Survey, the satisfaction level for the question, “the College facilities support teaching and learning” rose from 90 percent in FY10 to 97 percent in FY11.

Evaluation of Teaching

To support, promote, and improve teaching, the College has created an effective faculty evaluation process that includes a peer-to-peer evaluation whereby instructors are evaluated by the Vice President of Instruction and another peer faculty member. The College’s peer-to-peer evaluation component of the formal classroom evaluation process has also become a significant learning experience for faculty. Faculty members learn about other pedagogical strategies from each other and can apply that knowledge to their own instructional strategies.

New faculty members are formally evaluated twice each year for three years. Tenured faculty members are formally evaluated once every two years. At the beginning of each academic year, all faculty members prepare an annual faculty work plan to set program goals. The faculty evaluation process was developed jointly between administration and faculty and is included in the Faculty Negotiated Agreement.
Core Component 3c

The organization creates effective learning environments.

Policies, Procedures, Organizational Chart

The first President of Salina Tech started on March 9, 2009, to prepare the institution for a transition of governance from the Salina Public Schools, USD 305 Board of Education to an independent Board of Trustees. In addition, the new President was charged with preparing the College for an accreditation transition from NCA-CASI to the Higher Learning Commission of the North Central Association of Schools and Colleges.

Multiple new policies and procedures were developed for students, faculty and staff to help the College be successful and support the mission. For example, the student handbook, Employee Handbook, Faculty Handbook, Administrative Handbook, College Catalog, and Board Policy Manual were either created or updated in 2009.

Quality indicators and feedback processes were added to assess the quality of the College’s learning environment. For example, the College’s strategic and operational plans have measures for success. Survey instruments were updated and/or added to provide the institution with valuable information on the College’s learning environment. Data collected is used in decision making to improve the quality of the College.

The roles of Student Services and Learning Resources were expanded to improve student support, including testing, disability, library services, tutoring and advising. Many functional areas were created including human resources, payroll, information technology, and accessibility services. The College’s first Strategic Plan: 2009-2012, Operational Plan, and Enrollment Management Plan were created to support student growth and institutional improvement. In addition, each program revised or created its own department handbook that lists the various rules and regulations for the associated program.

A new organizational chart was created in 2009 that included new leadership positions over new divisions, including: Chief Student Services Officer, Chief Academic Officer, and Chief Financial Officer. Job descriptions were also created for all staff to clarify their new role and responsibilities. These new roles provided significant leadership in improving the learning environment. The organizational chart has been updated annually.

Data Driven Decision Making

In Core Component 3a, evidence of student learning and teaching effectiveness is provided that demonstrates that Salina Tech is accomplishing its educational mission. Evidence of direct assessment includes Assessment Plans, NOCTI, WorkKeys®, and Differential Aptitude Tests. Core Component 3b, provides further evidence of student learning and teaching effectiveness that includes indirect survey data such as the Faculty and Staff Survey, Survey of Current
Students, and Advisory Committee Survey. Information related to Salina Tech’s Graduate and Job Placement Survey is provided in Criterion Two, Core Component 2c. Some previously cited examples of data driven decision making include:

1. FY10 Faculty and Staff Survey: Changes in leadership strategies resulted in improved scores in leadership for FY11. In addition, these changes were reflected in the Advisory Committee Survey with an increased score on all 16 questions in FY11 compared to FY10.

2. FY10 Survey of Current Students: New strategies were developed for the library, bookstore, tutoring, academic advising, and student activities; as well as upgrades in technology and the physical environment in Building A. An internet policy was expanded to allow students and employees access to more websites. The FY11 Survey of Current Students showed improved scores for the bookstore, academic advising, and the overall quality of buildings and classrooms. Tutoring and student activity scores remained consistent from FY10 to FY11. The College will modify the “library services” evaluation item to reflect more commonly understood “departmental libraries.”

3. FY09 Graduate and Job Placement Survey: Strategies developed to improve and expand the collection of employer data. In FY10, the Graduate and Job Placement survey increased employer responses.

4. FY09 WorkKeys® Assessments: Additional student practice and increased instructor participation improved scores in FY10. Future initiatives include having students practice in KeyTrain® before the exam. FY11 data will be available in Summer 2011.

5. FY10 NOCTI Assessments: This data indicates that Salina Tech graduates are meeting or exceeding state and national standards in most areas. FY11 data will be available in Summer 2011.

6. FY10 Assessment of Student Learning: All programs have action plans based on data collected from competency profiles in the spring of 2011. FY11 assessment plans were completed in May 2011 and will be reviewed at the beginning of FY12 academic year.

7. **Kansas Board of Regents Performance Agreement** Salina Tech’s performance agreement shows consistency and improvement in most areas.

8. **Strategic Plan Monitoring Reports** These reports allow the Board of Trustees, the public, and administration to review data that validates the achievement of goals with the strategic plan.

Salina Tech is using data to develop a culture of data driven decision making. By reviewing data, the College can analyze quality and improve the learning environment through its services and program improvements.
Student Services

The Student Services office offers a wide range of services to students, including: learning resources, academic advising and counseling, admissions and registration, accessibility services, recruiting, and coordinating student life activities. They also coordinate marketing, advertising, and publications. Student Services is responsible for the conversion of the new student information system (SONISWEB®). Student Services is committed to creating an environment that provides students with the support they need to be successful and works closely with administrative services and instructors to assure an environment of learning. The roles and responsibilities of each area in Student Services are outlined as follows:

**Learning Resources:** The Learning Resources Specialist started the first day the College became independent, July 1, 2009, and was charged with expanding tutoring services, creating an early academic alert program, expanding career and placement services, improving testing services, expanding computer lab hours, and adding online library services. During FY11, the Learning Resources Specialist was also charged with evaluating the usage of these resources. Learning Resources is explained in more detail in Core Component 3d. Learning Resources will move under the Division of Instruction in the FY12 academic year.

**Academic Advising and Counseling:** The Vice President of Student Services provides advising to new students, basic counseling to students, and has a list of community resources for students who need more intensive professional counseling. The Vice President of Student Services investigates and resolves student conduct issues.

With the ability to award AAS degrees in April 2009 came a greater number of questions regarding the ability to transfer credits to other colleges. As a result, advising loads increased dramatically. In FY11, the College invested inservice activities to create an advising model that includes faculty advising. The model was successfully implemented in Fall 2010 for the Spring 2011 registration. Initial advising now begins in the Student Services office then transfers to program faculty after enrollment.

**Admissions and Registration:** Student Services staff coordinates all admissions and registration activities for the College. The Director of Admissions and Registration and two administrative assistants serve students, provide transcripts, process drops and withdrawals, and answer the main phones for the College. The Director of Admissions and Registration is responsible for the College information system and assists with institutional research reporting. Two part-time hourly employees also assist with office functions and coordinate bookstore activities. In addition, Student Services staff work closely with the recruiter and provide tours.

**Accessibility Services:** Information about Americans with Disabilities Act compliance and processes can be found on the College website. The Vice President of Student Services coordinates the College’s accessibility services.
Recruiting: Salina Tech has one full-time recruiter who is responsible for a variety of recruiting activities. The Vice President of Student Services also manages recruiting relationships with USD 305. Recruiting activity is tracked using a recruiting log. Weekly enrollment reports are sent out by the Registrar in the spring to update the College on enrollment. Recruiting strategies are also included in the enrollment management plan. Increasing enrollment and access is a key area in strategic priority three of the College’s strategic plan. Recruiting strategies are also developed for underserved and non-traditional students and include:

1. Advertising in La Voz, a Hispanic paper.
2. Utilization of a bilingual Student Services employee.
3. Awarding a $250 scholarship to any student completing the Salina Adult Education Center (SAEC) General Education Diploma (GED).

Student Life: The Student Services office coordinates student appreciation events, a student barbeque, and other student activities. Students can participate in the Student Government Association, SkillsUSA, and program specific clubs. A Student Life bulletin board has volunteer opportunities, activities in the city and state and places to eat. Students have access to a variety of service learning projects in the community, including: Kansas Mission of Mercy, Red Cross blood drives, Habitat for Humanity projects, United Way, and Big Brothers Big Sisters.

Diversity

The institution is committed to the role diversity plays in creating an effective learning environment. Diversity is included in the institutional mission, values, and strategic priorities. Salina Tech has a non-discrimination policy published on all printed materials and passed its most recent state civil rights audit in FY11.

Since 2008, the College also committed to expanding the diversity of students who choose a non-traditional career. Salina Tech seeks to guide males into medical or business fields and females into construction, transportation, or manufacturing fields through the following actions:

1. The College started promoting the Kansas Board of Regents non-traditional scholarship program, Breaking Traditions. Salina Tech has had a number of recipients of this scholarship.
2. In June 2009, the College received a Kansas Board of Regents grant to create a summer camp for ninth and tenth grade girls to explore Welding Technology, Automotive Technology, and Machine Tool Technology. The camp was called G.I.T. Going: Girls in Technology Going Places. In 2010, the College received the grant again and expanded the camp’s scope to include boys, G2.I.T. Going: Girls and Guys in Technology Going Places. Young males learned about medical, dental, and business programs.
The overarching goals of the summer camps were to develop student awareness at an earlier age, creating a stronger interest in careers typically populated by the opposite gender. The program was continued in the summer of 2011.

3. College advertising strategies have frequently highlighted females in Automotive Technology, Computer Aided Drafting, Diesel Technology, and Welding Technology and males in medical and business programs.

The College has made strides to attract students who are part of an at-risk population. In 2009, the College started a $250 scholarship for any graduate of the SAEC. This scholarship helps GED recipients get a jump start on their postsecondary education if they matriculate to the College within a year after they receive a GED at the SAEC. SAEC then provides matching funds for additional scholarship funding.

As a result of these efforts, the College was given a diversity award in 2009 by the Society for Human Resource Management Association (SHRMA). Further information about diversity initiatives at Salina Tech, including its diversity statement, recruiting efforts, and related diversity data can be found in Criteria One, Core Component 1b.

**Technology**

The College and its constituents are committed to creating a learning environment that has up-to-date technology and equipment for student learning. Technology plays a significant role in creating an effective learning environment for students. The administrative team work closely with each other and faculty to make certain classroom and laboratory/shop technology and equipment needs are being met and included in the budget. Advisory Committees are another significant source for providing input related to the technology needs of a program.

All programs have three-year equipment plans that project future equipment needs and are updated every year. In FY10, $319,019 was spent on equipment and technology from the general fund. An additional $81,711 was spent on equipment and technology from Carl D. Perkins funds. A grant from the Kansas Department of Commerce purchased approximately $46,000 in training equipment for the Industrial Maintenance curriculum.

Data from the FY10 and FY11 Survey of Current Students and the FY10 Advisory Committee Survey ranked technology very high. On the FY10 Faculty and Staff Survey, 83.9 percent of faculty and staff believe the College’s academic resources and equipment support teaching and learning. In FY11, this satisfaction level rose to 97 percent. In addition, faculty cited technology and equipment as strengths in their annual program review.

**Partnerships**

The College has multiple partnerships with business that expand and improve the learning environment for students. Table 5.7 lists the external constituents that add to the quality of student learning through internships, service learning, job shadowing, and/or by providing equipment, supplies, and curricular advice.
<table>
<thead>
<tr>
<th>Program</th>
<th>Contributor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Auto Collision Repair</td>
<td>BASF, Body Shop Supply, Burrs Body Shop, Crossroads Collision, State Farm Insurance, 3M area rep, all the local body shops and manufacturing plants donate their left over paints, I-CAR, K-12 articulation agreements</td>
</tr>
<tr>
<td>Automotive Technology</td>
<td>Marshall Motors, Conklin Cars, Long McArthur, Oard’s Auto &amp; Truck, Sears, Kenny’s Auto Body, Salina Spring, O’Reilly Auto Parts, NAPA Auto Parts, CARQUEST Auto Parts, Auto Zone, Larry’s Transmissions, Zrubek’s Transmissions, Bennett Auto, Clare Generator, Snap-On Tools, Matco Tools</td>
</tr>
<tr>
<td>Business Administrative Technology</td>
<td>Salina High South, Central High School, Ness City High School, The Arnold Group, Straub International, DVACK, Salina Chamber of Commerce, ComCare PA, Capitol Federal Savings, Hertz Car Rental</td>
</tr>
<tr>
<td>Computer Aided Design</td>
<td>Salina High South, Premier Pneumatics, Vortex Valves, HABCO, Great Plains/Land Pride, Design Plast, Salina Blueprint, Jones &amp; Gillam Architects, Grail Engine Technologies, PKM, Exline, City of Salina Surveyor and Building Services Department.</td>
</tr>
<tr>
<td>Construction Technology</td>
<td>Medina Construction, Busboom and Rauh, Salina Concrete, Star Lumber, Drywall Systems Inc., Ward Nippert AGC of Kansas</td>
</tr>
<tr>
<td>Dental Assistant</td>
<td>Head Start, Salina South High, Salina Christian Academy, Kansas National Guard, Dental Hygiene at Flint Hills Tech, advisory board members, American Red Cross, 48 area dental clinics, Henry Schein Dental</td>
</tr>
<tr>
<td>Electronic Engineering Technology</td>
<td>Advisory Committee Support, Exide</td>
</tr>
<tr>
<td>Environmental Technology</td>
<td>Dozens of area municipalities.</td>
</tr>
<tr>
<td>Medical Assistant</td>
<td>Salina Health Care, Geary Co. Community Hospital, Ellsworth Rural Clinic, American Red Cross, K-Mart Pharmacy, Dr. Milo Wilcox/ProAdjustor Chiropractic Clinic, Dr. Cooper and Dr. Banniger Optical Clinic, Moore Medical Supply.</td>
</tr>
</tbody>
</table>
Quality Assurance

Various groups, including the Academic Affairs Committee, Professional Development Committee, program advisory committees, Kansas Board of Regents Process Management Committee, Assessment of Student Learning Committee, Cabinet Advisory Council, President's Cabinet, and the Board of Trustees all play significant roles in confirming that Salina Tech is creating an excellent learning environment for students and employees. Each plays a role in quality oversight, analyzing data, and providing input for the improvement of the College. General responsibilities of each of the aforementioned groups include:

**Academic Affairs Committee**: Approves all curriculum for the College. Membership for the Academic Affairs Committee includes the Vice President of Instruction (ex-officio), Registrar (ex-officio), Director of Continuing Education, 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, an example of which might be a voting member of student government. The committee meets monthly with additional meetings as warranted. Instructors or administration make program recommendations to the committee.

**Program Advisory Committees**: Evaluates and provides advice on program goals, needs, curriculum, and equipment. Each program has an advisory committee that meets once a semester.

**Kansas Board of Regents Process Management Committee**: Developed a quality state aligned curriculum with a thorough inclusion from business, industry, faculty, and administrators around the state.

**Assessment Committee**: Oversees and monitors the quality of assessment plans, measures, results, and plans of action. This committee also provides guidance and assistance on plan creation where needed.

**Professional Development Committee** (PDC): Provides input for inservice activities and other workshops for faculty. College personnel attend seminars, inservices, and/or conferences that assist them with their duties, help them expand their knowledge, and improve their skills. Some departments, such as Auto Collision Repair, Automotive Technology, Dental Assistant, and Diesel Technology are required by industry standards to participate in continuing education credits. In addition, Carl D. Perkin’s funds, along with general budget funds, are designated for faculty and staff training.

**President's Cabinet**: Senior executives oversight of planning, goals, policies, procedures, systems, and divisions.

**Cabinet Advisory Council**: Advisory group to the President’s Cabinet on topics such as diversity, customer service, policy, institutional culture, College calendar, and budget.

**Board of Trustees**: Monitors institutional effectiveness through monitoring reports and provides advice for quality improvement.
In addition to multiple assessment measures, the annual program review process is another significant way to analyze program quality. This is discussed in more detail in Criteria Four, Core Component 4c.

Core Component 3d

The organization’s learning resources support student learning and effective teaching.

Learning Resources

The Learning Resources department was created in July 2009 with the hiring of a Learning Resources Specialist to coordinate multiple activities within the department. Services include:

Library – The Learning Resources Lab is open from 8:00 a.m. to 5:00 p.m. The Learning Resources Specialist also coordinates an agreement with Kansas State University, Salina campus that allows Salina Tech students to use their library. The online State of Kansas Library is also available for those students who wish to use it. In addition, every technical program either has its own independent library or shares a library that is open from 7:30 a.m. to 3:00 p.m.

Tutoring – The Learning Resources Specialist coordinates tutoring activities, and either provides tutoring or arranges for tutoring. Instructors and students both initiate tutoring sessions. The amount of tutoring varies from year to year – usually 10-20 students request tutoring annually. Students may receive tutoring in the Learning Resources Lab or in the classroom. Student tutors are hired to tutor math in Computer Aided Drafting and Electronic Engineering Technology in FY11. These student tutors provide services to an additional five to ten students annually.

Career and Placement Services – The instructors, because of their connection with employers in business and industry, are the primary student resources for placement services. The Learning Resources Specialist has an employment opportunities bulletin board where current job openings are posted. Near graduation, the Learning Resources Specialist begins looking for specific jobs to place students and sends current job openings, by program, to students via e-mail when not in session.

Computer Laboratory – The computer labs are open Monday through Friday from 8:00 am to 5:00 pm. On occasion, they remain open to accommodate evening general education classes. Each lab has between 21 and 24 computers, all of which are connected to the Internet, and have Windows XP or Windows 7 and Microsoft Office, Suite 2007 installed. In addition, two of the computers have Solid Works installed.

Testing Services/Workshops – The Learning Resources Lab is also used for a variety of other purposes: COMPASS® assessment testing, homework assignments, make up tests,
third-party testing, English as a Second Language, and introduction to computer classes, Kansas Works/WIN practice testing, Thompson Prometric testing site, Thompson Prometric ASE pilot testing, and a variety of workshops (resumes, cover letters, interviewing skills, soft skills, and test taking and test anxiety tips).

Learning Labs

Salina Tech has excellent and spacious facilities built specifically for the technical programs it provides. Large laboratory and shop spaces create safe and organized learning environments. The laboratories are modern and provide students with state-of-the-art hands-on learning experiences. Videos and pictures of lab spaces are located on the College’s website.

The largest laboratory/shop at the College is in the Diesel Technology program with approximately 19,000 sq. ft. The smallest laboratory/shop is in the Electronic Engineering Technology program with approximately 3,600 sq. ft. 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.

Laboratory/shop assignments reinforce classroom lectures relating directly to competencies being taught. Students receive hands-on learning unique to the program. For example, the Dental Assistant program features six state-of-the art operatory stations, three fully-equipped x-ray rooms, and laboratory workspace that allow students to practice a variety of dental procedures. In Heating Ventilation and Air Conditioning, students work on a variety of new and old furnaces, air conditioners, heat pumps, reach-in and walk-in coolers, ice machines, and sheet-metal equipment. 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. Students enrolled in the Medical Assistant program learn procedures in the practical skills lab. Medical equipment supports their practice of skills, including phlebotomy, injections, lab testing, vital signs, positioning examination tables, catheterization, ECGs, and Doppler studies. Business Administration Technology students master skills at workstations consisting of a computer, two monitors, and networked printers. Students have their own passwords with access to individual networked drives that allow them to learn the use of a network by saving assignments, organizing their work, and allowing the instructor to grade assignments electronically. Diesel Technology students have access to electronic engines and mechanical fuel systems of major diesel companies that are in current production. These include Detroit Diesel, Cummins, Volvo, Caterpillar, Case IH, Lveco, John Deere, Perkins, Mercedes Benz, Deutz, and International.

Strong training partnerships with local providers allow instructors to access additional equipment as needed to support instruction of competencies. Machine Tool Technology offers students hands-on learning in a shop that features equipment used in a variety of industry workplaces. Equipment includes CNC machines (a mill and a lathe), manual/CNC machines (one mill and two lathes) and strictly manual mills and lathes.
In addition to laboratory or shop assignments, students in several programs may participate in internships designed to enhance the learning opportunities beyond the classroom and laboratories. Internships are established by the instructor in partnership with industry. The purpose of the internship is to allow students to practice skills in a real-world learning environment. Internships are generally one day to three weeks, have clear written instructional objectives, and may be paid or unpaid.

Program Libraries

Salina Tech believes teaching students how to access information not only supports instructional assignments, but also supports students’ efforts to become lifelong learners. As such, most programs have physical libraries within the program that support student learning. All programs also require students to complete a library project each semester.

Faculty and students in the Dental Assistant program use the program library and the internet weekly for various projects and research, while Machine Tool Technology and Auto Collision Repair students use the library daily for independent study, research, to complete makeup work, and/or study for tests. Programs such as Automotive Technology and Diesel Technology access service manuals through online resources as they research information related to troubleshooting and diagnostics. The College’s recently installed wireless environment has expanded access to additional learning resources.

Clinical Settings

Students enrolled in healthcare programs are required to participate in a clinical experience, which allows 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 chairside assisting, dental laboratory procedures, and business office procedures.

Medical Assistant clinical settings are designed to give students an opportunity to practice skills developed in the classroom and apply them in laboratories in physician offices and clinics. Students in all clinical settings are expected to adapt to the rules and routines of the individual medical office. Evaluations are based on the students’ preparation for duties, active participation, attendance, and professionalism.

Financial Aid

Salina Tech’s Financial Aid office supports creating an effective learning environment by providing support to students and their families in meeting the costs of a College education. Salina Tech participates in a wide variety of federal, state, and private financial aid programs. Table 5.8 depicts the FY08 and FY09 financial aid awards for first-time, full-time, degree seeking students.
### Table 5.8

#### Financial Aid Awards

<table>
<thead>
<tr>
<th></th>
<th>FY08</th>
<th>FY09</th>
<th>FY10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pell</td>
<td>$190,095</td>
<td>$174,902</td>
<td>$286,295</td>
</tr>
<tr>
<td>Other Federal Grants</td>
<td>$37,433</td>
<td>$7,953</td>
<td>$3,701</td>
</tr>
<tr>
<td>Total Federal Grants</td>
<td>$227,528</td>
<td>$182,855</td>
<td>$289,996</td>
</tr>
<tr>
<td>State/Local</td>
<td>$19,597</td>
<td>$16,663</td>
<td>$14,820</td>
</tr>
<tr>
<td>Institutional Grants</td>
<td>$8,048</td>
<td>$4,500</td>
<td>$7,017</td>
</tr>
<tr>
<td>Loans</td>
<td>$174,280</td>
<td>$201,903</td>
<td>$396,113</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>$429,453</strong></td>
<td><strong>$405,921</strong></td>
<td><strong>$707,946</strong></td>
</tr>
</tbody>
</table>

The College is diligent in its efforts to maintain a low default rate. For 2008, Salina Tech’s financial aid default rate of 6.0 percent is below the national average of 7.0 percent. Student satisfaction with Financial Aid is also a key indicator of the College’s success. For FY10 the Survey of Current Students rated satisfaction with Financial Aid at 3.34 on a scale of 1 (low) to 4 (high). In FY11 this number rose to 3.55, the highest rated area in the College.

Salina Tech underwent an A-133 Financial Aid Audit for FY09 and FY10 resulting in an unqualified audit rating, the highest standard of excellence. In addition, the College has never had any repercussions from an audit or its composite ratios due to a financial audit review.

### Usage of Learning Resources

Most areas of the College are open from 7:30 a.m. to 5:00 p.m. (program libraries are open from 7:30 a.m.-3:00 p.m.) Students have access to all services during this time. There are a very limited number of evening and Saturday classes; however, the Learning Resources Lab is open as needed for evening and weekend classes. As the College grows and adds additional evening classes, these hours will be expanded.

The Learning Resources Specialist started a process to assess student usage of services provided in Fall 2010, and are illustrated in Figure 5.1. The hours indicate the total number of hours that students used the identified resource.
Based on this information, the Learning Resources Specialist is taking several steps to improve the visibility and services of the Learning Resources Lab, including:

1. Signage will be added to better promote lab visibility.
2. E-mails will be sent to faculty encouraging lab usage for research topics.
3. The Learning Resources Specialist will visit other college facilities to learn more about their operations.
4. An additional computer lab was added in Building A. The Learning Resources Lab will no longer be used for daytime computer classes, allowing additional time for student usage.

Usage will be analyzed again in Fall 2011 to evaluate how well these resources are supporting student learning and effective teaching.

**Summary of Criterion Three**

The College has a commitment to effective teaching and student learning. It provides evidence that the institution is accomplishing its mission through varying assessment processes. The institution is committed to the changes it needs to make and understands its strengths and areas it needs to improve.
Salina Tech's learning outcomes are clear about expectations for student performance. The College collects evidence from multiple sources to confirm students are learning and that the mission is being fulfilled. Qualified faculty members provide the leadership necessary for technical programs to be successful. Professional development and multiple partnerships add to the learning environment as do the Student Services and Learning Resources departments in their support of faculty efforts in the classroom.

**Salina Area Technical College takes pride in . . .**

1. The quality of its instruction. Salina Tech believes that the test of quality instruction is the learning achieved by its students. Salina Tech uses evidence of student learning from multiple sources which validates that students are learning, instruction is effective, and the College is achieving its mission.

2. Its ability to deliver learning outcomes that fit its mission. Salina Tech has a culture of assessment and is clear about what it wants students to learn and measures this learning. Student learning outcomes are clearly stated for each program and assessment information is readily available to the public on the College’s website.

3. Its historical commitment to student learning through co-curricular learning opportunities provided to its students. As such, the curriculum has a long-standing dedication to co-curricular learning and service learning that builds student character and a zeal for lifelong learning.

4. Effective teaching, as reflected in its values. Qualified faculty members know what students must learn and are provided the professional development, technology, and equipment to improve their teaching, thus accomplishing the College’s mission.

5. The partnerships it has developed and maintained. Multiple partnerships improve the institution’s ability to enhance the learning experience for students. External constituents provide advice related to curriculum, equipment purchases, and opportunities for student learning beyond the classroom.

6. The quality control measures that have been implemented resulting from its advancement toward independence. The College has developed procedures and committees to monitor and assess quality of programs, instruction, and the College.

7. Its support of student learning and access to needed learning resources. The College understands the resources needed for effective learning and teaching to occur. Multiple student services and learning resource activities support instruction and assist students in achieving their goals. Learning laboratories are modern and emulate business environments. Program and online library resources teach students how to access information.

8. The diversity initiatives that have been implemented. The institution understands the importance and role diversity plays, and is committed to valuing it.
9. Its faculty and staff. The employees of the College are very knowledgeable, quick to respond, and adapt to change. They rank student learning first and work as a team to accomplish objectives.

**Salina Area Technical College challenges itself to . . .**

A. Improve assessment in the following areas:
   a. General education assessment.
   b. Continuing education assessment.
   c. Assessing the effectiveness of the current assessment strategy.

B. Improve and expand student support. Advising systems and faculty integration of advising are rather new to Salina Tech; thus, effectiveness of advising processes need monitoring. Academic advising related to the transfer of credit will continue to expand as Salina Tech becomes accredited; and as such, the institution needs to plan to meet these student needs. Library services, especially research services, need further evaluation of usage and effectiveness and the College realizes the need to expand evening library hours as it grows.

C. Expand the number of general education courses that students may choose from, and begin planning a sequence of developmental education courses in math, English, and reading. Evaluate and explore mandatory placement based on COMPASS® scores.

D. Continue to build a student information system that will meet the needs of students and employees. As the College continues to mature, it will continue with expansion of its student information system (SONISWEB®), with an emphasis on building reports for student and employee use, and develop web-based components to allow for expanded capabilities.

E. Create an evaluation process for adjunct and part-time faculty. Salina Tech realizes the need to develop an evaluation process for part-time and adjunct faculty that will allow them to improve teaching and learning.

F. Create more academic choices for students. The expansion of educational offerings for the summer semester is a needed resource for Salina Tech’s potential students. In addition, on-line and hybrid courses will be explored and implemented.

G. Expand diversity initiatives. Salina Tech will continue to emphasize diversity initiatives to attract and retain a diverse student and employee population.
Chapter Six: Criterion 4: Acquisition, Discovery, and Application of Knowledge

The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

Salina Area Technical College (Salina Tech) instructors and administrative staff seek to create an environment where students can prepare themselves for a lifetime of learning. Instructors stay current with industry standards through professional development and partnering with business and industry. Employees also have ample opportunities for professional development. This allows learning and support services to be current and relevant.

Students have co-curricular opportunities, work on live customer projects and have internships or clinical opportunities. General education coursework broadens and deepens student learning. In many cases, students have the opportunity to transfer and continue their education.

However, it is not enough for students to just learn the curriculum. Instructors also work to improve student interpersonal skills and work habits so they may become socially responsible and contribute to the world around them in ways that are relevant.

Core Component 4a

The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

Life of Learning – Academic Freedom

The Board of Trustees demonstrated their commitment to the academic freedom rights of faculty members by including the Academic Freedom Policy in the Board Policy Manual. It is also posted on the Faculty and Staff Index page of the College’s website and states:

> Academic freedom encompasses the right of faculty to full freedom in research and in the publication of results, freedom in the classroom in discussing their subject, and the right of faculty to be free from institutional censorship or discipline when they speak or write as citizens.

The FY10 Faculty and Staff Survey revealed that 71.9 percent of employees were aware of the College’s policy on academic freedom. After additional promotion, the FY11 Faculty and Staff Survey results demonstrated that awareness had improved to 93.8 percent. Salina Tech believes that by promoting and protecting the academic freedom rights of faculty it is creating an environment that encourages lifelong learning.
Life of Learning

Freedom of Inquiry

Salina Tech follows the Kansas Open Meetings Act and the Kansas Open Records Act (KSA 75-4317 to 75-4320A) (KSA 45-215 to 45-223). These statutes mandate that the conduct of the College’s affairs and transactions of the College’s business shall be open to the public. The Board of Trustees follows the provisions outlined in the above statutes, which provide for public access to all Board of Trustees meetings.

The College’s administration strives to build an open culture of shared governance that includes faculty, staff, students, and external constituents in the decision making process. For example:

1. The College values the leadership of faculty in leading assessment and curricular processes.
2. Faculty values the leadership and input from advisory committees regarding curricular and equipment needs as they relate to program improvement.
3. Administration values the leadership of students in providing input for the student code-of-conduct, the student handbook, activities, and events.
4. The Board of Trustees values the role of the President and the leadership this position provides for the College.

College administration strives to create a culture that is non-hierarchical where faculty and staff are empowered leaders with significant decision making authority. The administration has an open-door policy with students, staff, and instructors. In the spirit of affording students greater access to the administration, they have a representative position on the Cabinet Advisory Council. In addition, the College President attends at least one Student Government Association (SGA) meeting each semester and once a semester a campus-wide “Pizza with the President” lunch is held to solicit student input on the College’s performance.

Employees

The Institutional Snapshot indicates faculty members are dedicated to a life of learning. Of the 20 instructors in full-time programs at the end of FY11, three did not have a minimum of an AAS degree. These instructors have plans to complete a degree within three years. Additionally, the 20 instructors in full-time programs have a total of 525 years of experience: 349 years in the field they are teaching in and 176 years of instructional experience. Three instructors have a master's degree, seven have bachelor’s degrees, and seven have associate degrees. Five of the general education instructors have master’s degrees, and one instructor has a bachelor’s degree in math that teaches non-transferable math classes.

Salina Tech’s administration is committed to providing opportunities and avenues of growth for all employees. To facilitate growth opportunities, all employees have significant budgetary support and access to professional development activities. A Professional Development Committee (PDC) provides input for inservice activities and other workshops for faculty. College personnel attend seminars, inservices, and/or conferences that assist them with their
duties, help them expand their knowledge, and improve their skills. Some departments, such as Auto Collision Repair, Automotive Technology, Dental Assistant, and Diesel Technology are required by industry standards to participate in continuing education credits. In addition, Carl D. Perkin’s funds, along with general budget funds, are designated for faculty and staff training.

**Students**

It is imperative that students experience real-life opportunities in their chosen fields. Faculty members augment classroom, laboratory/shop, and live work projects with activities that generate student curiosity and interest with their career path. For example, internships, clinical settings, occupational work experience, field trips, and guest speakers help students understand and inquire about the environment in which they will be working.

Guest speakers and industry tours give students the opportunity to learn first-hand about their careers, make valuable connections, and stimulate interest in their studies. In addition, the College has articulation agreements, identified in Table 6.1, with other colleges to stimulate student passion for lifelong learning. Once Salina Tech is accredited with the Higher Learning Commission of the North Central Association of Schools and Colleges additional articulation agreements with four-year institutions will be pursued.

**Table 6.1**

<table>
<thead>
<tr>
<th>University / College</th>
<th>Degree</th>
<th>Date Initiated</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fort Hays State University</td>
<td>Bachelor of Technology Leadership (BTL)</td>
<td>2010</td>
<td>AAS degree students must meet the 24 credit hour general education requirements in their program of study. If an AAS degree does not require 24 hours, the general education hours will be added to the FHSU degree program. Students must complete a total of 45 hours of upper-level (junior, senior) hours to complete the BTL degree.</td>
</tr>
<tr>
<td>KBOR Transfer Agreement</td>
<td>AAS Degree</td>
<td>1999</td>
<td>Students earning a certificate may transfer into an AGS or AAS program at other Kansas community or technical colleges.</td>
</tr>
<tr>
<td>Barton CCC</td>
<td>AAS Degree</td>
<td>2005</td>
<td>Students completing a technical certificate may transfer into an AAS degree.</td>
</tr>
<tr>
<td>Hutchinson CC</td>
<td>AAS Degree</td>
<td>2006</td>
<td>Students completing a technical certificate may transfer into an AAS Degree.</td>
</tr>
<tr>
<td>Flint Hills Technical College</td>
<td>Dental Hygiene</td>
<td>2007</td>
<td>While there is no signed agreement, upon completing the first year of Salina Tech’s Dental Assisting program and passing the Certified Dental Assistant test, students receive credit for the first year of Dental Hygiene and enter as a second year student.</td>
</tr>
</tbody>
</table>
In an effort to provide greater access and seamless career path opportunities for high school students, Salina Tech has established partnerships with area high schools that allow students to further their education beyond high school. Table 6.2 provides a list of established articulation agreements with high schools in the Salina area.

<table>
<thead>
<tr>
<th>High School</th>
<th>Salina Tech Program</th>
<th>Year Initiated</th>
<th>High School Course</th>
<th>Salina Tech Course Equivalency/Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Herington High School</td>
<td>Construction Technology</td>
<td>2010</td>
<td>Explorations of Technology or Drafting I, Carpentry I/II</td>
<td>CON 101 Introductory Craft Skills</td>
</tr>
<tr>
<td>Hanover High School</td>
<td>Commercial and Advertising Art</td>
<td>2010</td>
<td>Computer Applications, Desktop Publishing</td>
<td>Advanced placement based on a student's courses and portfolio presentation</td>
</tr>
<tr>
<td>Hanover High School</td>
<td>Business Administrative Technology</td>
<td>2010</td>
<td>Advanced Computer Applications, Desktop Publishing</td>
<td>Advanced placement based on a student's courses and portfolio presentation</td>
</tr>
<tr>
<td>Prairie View High School</td>
<td>Computer Aided Drafting</td>
<td>2010</td>
<td>Introduction to Industrial Technology, Drafting (Architectural &amp; Mechanical), Drafting/CAD, Research &amp; Design for Pre-Construction</td>
<td>Advanced placement determined on an individual student basis</td>
</tr>
<tr>
<td>Ness City High School</td>
<td>Business Administrative Technology</td>
<td>2010</td>
<td>Computer Technology I, Accounting I/II</td>
<td>Business Accounting</td>
</tr>
<tr>
<td>Ness City High School</td>
<td>Commercial and Advertising Art</td>
<td>2010</td>
<td>Computer Technology I-IV</td>
<td>Advanced placement determined on an individual student basis</td>
</tr>
</tbody>
</table>
Table 6.2
Articulated Courses By High School

<table>
<thead>
<tr>
<th>High School</th>
<th>Salina Tech Program</th>
<th>Year Initiated</th>
<th>High School Course</th>
<th>Salina Tech Course Equivalency/Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salina High School</td>
<td>Computer Aided Drafting</td>
<td>2010</td>
<td>Introduction to Industrial Technology, Basic Drafting, CAD, Architectural Drafting/Drafting 3, Research-Advanced Drafting</td>
<td>Advanced placement determined on an individual student basis</td>
</tr>
<tr>
<td>South</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salina High School</td>
<td>Construction Technology</td>
<td>2010</td>
<td>Introduction to Industrial Technology, Basic Drafting, Cabinetmaking I/II</td>
<td>Advanced placement determined on an individual student basis</td>
</tr>
<tr>
<td>South</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salina High School</td>
<td>Commercial &amp; Advertising Art</td>
<td>2010</td>
<td>School Yearbook, School Newspaper, Desktop Publishing, Electronic Journalism</td>
<td>Advanced placement determined on an individual student basis</td>
</tr>
<tr>
<td>South</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salina High School</td>
<td>Medical Assistant</td>
<td>2010</td>
<td>Medical Investigations I/II, Medical Internship Rotation</td>
<td>Advanced placement determined on an individual student basis</td>
</tr>
<tr>
<td>South</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salina High School</td>
<td>Medical Assistant</td>
<td>2010</td>
<td>Medical Investigations I/II, Medical Internship Rotation</td>
<td>Advanced placement determined on an individual student basis</td>
</tr>
<tr>
<td>Central</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Central</td>
<td>Technology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salina High School</td>
<td>Welding Technology</td>
<td>2010</td>
<td>Introduction to Agriculture, Agricultural &amp; Industrial Metals 1/2, Agriculture Mechanics</td>
<td>Advanced placement determined on an individual student basis</td>
</tr>
<tr>
<td>Central</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salina High School</td>
<td>Computer Aided Drafting</td>
<td>2010</td>
<td>Introduction to Industrial Technology, Basic Drafting, CAD, Architectural Drafting/Drafting 3, Research-Advanced Drafting</td>
<td>Advanced placement determined on an individual student basis</td>
</tr>
<tr>
<td>Central</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Dual Credit Courses

<table>
<thead>
<tr>
<th>Salina South and Central High Schools</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Occupations I - Certified Nurse Aide</td>
<td></td>
</tr>
<tr>
<td>Rehabilitation Aide</td>
<td></td>
</tr>
<tr>
<td>Medical Terminology</td>
<td></td>
</tr>
<tr>
<td>Certified Home Health Aide</td>
<td></td>
</tr>
<tr>
<td>Certified Medication Aide</td>
<td></td>
</tr>
</tbody>
</table>

Student learning and participation is also recognized and rewarded by Salina Tech in the following ways:

1. Students of the Year are nominated and elected by his/her classmates as their department’s “Student of the Year.” Each Student of the Year candidate is interviewed by a selection committee comprised of local human resource professionals and educators.
One student is selected as the College Student of the Year and recognized at the May graduation ceremony.
2. SkillsUSA winners are recognized at May graduation.
3. At most Board of Trustees meetings, a student is asked to speak.

Core Component 4b

The organization demonstrates that acquisition of a breadth of knowledge and skills and exercise of intellectual inquiry are integral to its educational programs.

General Education Courses

Salina Tech offers a variety of general education courses that add depth and breadth to student learning. While technical courses primarily provide students with the skills necessary for employment in a particular career field, general education coursework gives students the requisite knowledge to develop new opinions and attitudes about our world. Students are introduced to new concepts and a different way of thinking. The critical thinking and communication skills learned in general education broaden and deepen student employability and allow them to become better workers by becoming better thinkers. General education classes provided by Salina Tech include:

1. Introduction to Computer Applications and Concepts
2. Technical Communications
3. Ethics in the Workplace
4. Technical Math
5. Intermediate Algebra
6. College Algebra
7. General Psychology
8. Public Speaking
9. English Composition I

General education courses are integrated into all degree programs and a number of technical courses incorporate math and communication competencies. Program advisory committees support the integration of soft skills within the curriculum and continuously request that students be trained in the employability skills of communication, critical thinking, and work habits. As a result, learning outcomes have been created for these skills and are included in the competency profile for instructors to evaluate student abilities.

General Education Learning Outcomes

Salina Tech believes that in order to succeed as an effective institution of higher learning it is necessary to create a general education curriculum that enhances employability and promotes lifelong learning. After multiple discussions, faculty decided on the following learning outcomes for the general education program:
1. Students will develop lifelong skills of communication and critical thinking as a result of taking general education classes.
2. Students must be effective in written and/or verbal communication.
3. Students must be able to solve problems and create solutions that involve several steps of analysis and judgment.

General education assessment plans for each course were developed in FY10 to measure one of the above outcomes. FY10 was the first year of assessing general education courses. The Assessment Committee felt the FY10 plans were inconsistent for a variety of reasons and will work to create more uniformity in the FY11 plans.

In addition to improving the critical thinking and communication skills of students in general education courses, instructors in the technical programs are also expected to build the same skills in their technical curriculum. Competency profiles include critical thinking and communication learning outcomes. For example, faculty members will assess the critical thinking skills of “analyzing, inspecting, disassembling/reassembling, creating, and diagnosing” as well as the communication skills of “demonstrating, interpreting, identifying, describing, and explaining.”

AAS Degree

The AAS degree at Salina Tech is designed for students who want to seek immediate employment with a broader set of employability skills. As an additional option to employment, the College has established an articulation agreement with a four-year college in Kansas as shown in table 6.1. This agreement allows for transferability of credits in order to pursue a baccalaureate degree.

The Academic Affairs Committee established new general education requirements for the AAS degree for FY10 that include three credits of communication, three credits of mathematics, and a minimum of nine additional credit hours from the following areas: social and behavioral science, applied and natural science, business, humanities, math, and communications.

During Fall FY11, the Academic Affairs Committee studied the College’s general education requirements more closely. The committee felt the FY10 general education requirements could be strengthened so students are better prepared for work and credits will transfer more readily. The committee felt more emphasis was needed in communication and critical thinking courses; as well as to understand the social and cultural aspects of the workplace. Thus, the following changes were recommended and will be implemented for Fall FY12:

I. Communications: 6 Credits
   ____ COM 100 Technical Communications, 3 credits
   ____ ENG 101 English Composition I, 3 credits
   ____ COM 105 Public Speaking, 3 credits
II. Mathematics, Science and/or Computer Science: 6 Credits
Minimum one mathematics course (determined by program):

- MAT 101 Technical Mathematics, 3 credits
- MAT 105 Intermediate Algebra, 3 credits
- MAT 150 College Algebra, 3 credits
- CSA 105 Introduction to Computer Applications and Concepts, 3 credits

III. Social Sciences and/or Humanities and Fine Arts: 3 Credits

- PSY 101 General Psychology, 3 credits
- HUM 101 Ethics in the Workplace, 3 credits

The AAS degree will be awarded upon satisfactory completion of a planned program of not less than sixty (60) college credits and a cumulative GPA of 2.0 or higher.

Assessing Breadth of Knowledge

Two assessments, NOCTI and WorkKeys®, described in Criterion Three, Core Component 3a, are indicators of a student’s breadth and depth of knowledge in the skills taught in general education courses. For example, the National Occupational Competency Testing Institute (NOCTI) test includes a written general education component. Table 6.3 compares the NOCTI scores of Salina Tech graduates to the state and national averages for FY10.

<table>
<thead>
<tr>
<th>Program</th>
<th>Salina Tech</th>
<th>State Average</th>
<th>National Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Auto Collision Repair</td>
<td>67.06</td>
<td>66.9</td>
<td>67.6</td>
</tr>
<tr>
<td>Automotive Technology</td>
<td>59.6</td>
<td>64.4</td>
<td>65.1</td>
</tr>
<tr>
<td>Business Administrative Technology</td>
<td>75.58</td>
<td>74.4</td>
<td>74.3</td>
</tr>
<tr>
<td>Commercial and Advertising Art</td>
<td>75.29</td>
<td>74.2</td>
<td>72.9</td>
</tr>
<tr>
<td>Computer Aided Drafting</td>
<td>60.83</td>
<td>53.8</td>
<td>60.2</td>
</tr>
<tr>
<td>Construction Technology</td>
<td>63.5</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Dental Assisting</td>
<td>78.6</td>
<td>76.5</td>
<td>69.4</td>
</tr>
<tr>
<td>Diesel Technology</td>
<td>75.97</td>
<td>74.5</td>
<td>64.6</td>
</tr>
<tr>
<td>Electronic Engineering Technology</td>
<td>40.35</td>
<td>55.4</td>
<td>52.6</td>
</tr>
<tr>
<td>Heating Ventilation and Air Conditioning</td>
<td>59.1</td>
<td>52.3</td>
<td>59.9</td>
</tr>
<tr>
<td>Machine Tool Technology</td>
<td>76.74</td>
<td>69.2</td>
<td>74.8</td>
</tr>
<tr>
<td>Medical Assistant</td>
<td>75.1</td>
<td>73.3</td>
<td>76.9</td>
</tr>
<tr>
<td>Welding Technology</td>
<td>54.18</td>
<td>53.8</td>
<td>65.8</td>
</tr>
</tbody>
</table>

While two programs, Electronic Engineering Technology and Automotive Technology, scored below the state and national average on the NOCTI written test in FY10; it was the second year in a row that the Electronic Engineering Technology scores fell below the state and national average. It is believed that low enrollments have been a factor in the lower scores in Electronic Engineering Technology; therefore, the College is studying options to increase enrollment. FY11 scores were compiled in Summer 2011 and will be reviewed at the beginning of FY12.
The other assessment is WorkKeys®, which assesses Reading for Information, Locating Information, and Technical Math. WorkKeys® scores provide another avenue for measuring intellectual inquiry. These assessments predict work readiness as well as a student’s overall acquisition of knowledge. Criterion Three, Core Component 3a, provides additional information indicating directional improvement from FY09 to FY10 in WorkKeys® scores, which reflect that students have achieved higher Kansas WORKReady certificate levels.

**Acquisition and Intellectual Inquiry**

Salina Tech’s learning outcomes promote intellectual inquiry, whether it is through a technical or general education course. Instructors are committed to challenging their students to problem solve through assignments, projects, and hands-on practice in labs. Students also apply classroom and laboratory/shop experiences to off-campus internships, clinical settings, and their occupational work experience.

As outlined in Criterion Three, Core Component 3a, the student’s ability to gain research and critical thinking skills is enhanced through a variety of library services on campus as well as Salina Tech’s library service partnership with Kansas State University, Salina Campus. These libraries are used frequently by students to complete assignments and research classroom projects. Computers are available in each technical program and in the computer lab. Students taking general education courses, with a need for a broader scope of research capabilities, have access to the computer lab.

Multiple co-curricular learning opportunities are another way that Salina Tech provides a breadth of learning. Students participate in SkillsUSA, occupational work experience, 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. Critical thinking and problem solving skills are judged or tested through SkillsUSA events and through internship and clinical experiences. Communication and critical thinking skills are practiced through service learning projects such as internships, clinicals, and other co-curricular activities. Technical skill proficiency, developed in the classroom, is applied in the laboratory/shop through hands-on projects. The College commits itself to multiple strategies where students can acquire knowledge and practice its use. The College believes this is fundamental to a student’s growth and learning.

**Basic and Applied Research**

Students in all Salina Tech programs 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. In addition, 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 program also 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 library access and research capabilities, each student may also use the library services provided by Kansas State University, Salina campus.
Students frequently need to use manuals and research industry standards and apply them to classroom projects. Through these hands-on projects, students can apply what they are learning in the didactic portion of the class or apply what they have learned via research. Students are also afforded the opportunity to do live work on projects for local customers.

A variety of services are also offered to students through the Learning Resources Lab. These services include: tutoring, career exploration and preparation, computer access, online library access, and testing. In order to expand services to students, a second computer lab was added in the administration building during Spring 2011.

Core Component 4c

Salina Tech assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

Assessing Curriculum

Annual Program Reviews

In Fall 2009 a program review process was created to evaluate if the program is fulfilling the College mission. Each program review is completed jointly by faculty and administration. Each program chair completes the informational section of the review that includes the program’s mission, vision, strategies for growth, learning outcomes, assessment goals and results, strengths, areas for improvement, resources needed, and an employment outlook. Administration completes the financial documentation portion of the program review, including revenue, expenses, and relevant program data. Program reviews are examined annually by the administration and the Board of Trustees. Major actions taken because of the FY10 program reviews include:

- Enrollment and financial data indicated a weakness in the processes used to confirm matriculation. As a result, the enrollment day was moved up to approximately two weeks before the start of class. On enrollment day students are required to pay their tuition and fees, register for classes, and attend orientation. Previously, enrollment day was on the first day of class.

- The Dental Assistant program review indicated a differential tuition rate was needed to support program expenses, thus tuition was increased for Dental Assistant students.

- During the Environmental Technology program review, it became evident that student enrollment did not support the continuation of the potable water component of the program. This resulted in the elimination of a position; however, the non-potable curriculum was maintained.

Following the FY11 program review, additional changes were made including increasing tuition for Medical Assistant students from $83 per credit to $103 per credit and a recommendation to
use previous year data in the revenue, expense, and relevant program data section. These changes will be in effect for FY12.

**Stakeholder Input**

Program advisory committees meet twice a year and review the relevance of curriculum to meet workforce requirements. Members include constituents from business, industry, and alumni. Instructors also have numerous contacts with employers in business and industry, which is extremely helpful in ensuring that the program’s curriculum is meeting industry needs. The President’s Cabinet also monitors and reviews stakeholder input and provides direction and leadership as necessary.

Monitoring reports provide faculty, administration, and the Board of Trustees with information on program technology, equipment, facilities, and the overall quality of instruction. Feedback is sought from students, faculty, staff, advisory committee members, and employers. In addition, students evaluate instructors and programs as a component of the faculty evaluation process. These instruments are significant in providing feedback on the efficacy of program curriculum. Another means by which curriculum is evaluated is through Salina Tech’s Academic Affairs Committee. The committee is responsible for curriculum decisions, guidance, and leadership; including evaluating, discussing, and approving all proposed curricular changes.

The curriculum alignment process, administered by the Kansas Board of Regents, is another way that curriculum is evaluated to ensure relevancy and prepare students for work in a global society. This process brings together a team of business and industry experts and program instructors from across the state to evaluate and recommend curricular strategies designed for students to be successful in their chosen career. The process allows for significant vetting by all colleges and culminates with a recommendation for approval from the Kansas Postsecondary Technical Education Authority to the Kansas Board of Regents. The Kansas Board of Regents takes final action on all program alignment projects.

Four of Salina Tech’s programs utilize third-party accrediting agencies to evaluate and validate the curriculum for relevance, breadth, and depth of skills. The Dental Assisting program is accredited by The Council on Dental Accreditation of the American Dental Association (CODA). Auto Collision Repair, Automotive Technology, and Diesel Technology are all accredited by National Automotive Technicians Education Foundation (NATEF), a division of the National Institute of Automotive Service Excellence (ASE). Each plays a significant role in making certain the curriculum prepares students for career advancement.

**Strategic Planning Commitment**

When Salina Tech embarked on creating a new strategic plan, one of the core values identified was responsiveness, not just to the community, but to each other. A majority of the assessment instruments addressed in Criterion Two, Three, and Four provide evidence of learning that evaluate curricular usefulness in response to being an institution of higher learning. Evidence indicates graduates have gained the skills and knowledge they need to function in a global society. For example:
1. The 2009 Graduate and Job Placement Survey indicated an 85 percent placement rate and positive comments from students and employers.
2. The FY10 and FY11 Survey of Current Students show satisfaction with instruction and support services.
3. Assessment data indicates students are mastering skills in their competency profiles.
4. For the FY10 NOCTI assessments, the majority of programs (eight) tested above the state and national average. Two tested above the state but below the national average.
5. Students taking WorkKeys® tests show directional improvement from FY09 to FY10.
6. Advisory committee surveys indicate support of the program in all areas.

**Student Engagement**

Salina Tech engages students in the learning process through multiple academic and social activities. This interaction provides an opportunity to get student feedback on the College’s ability to provide good customer service, programs, equipment, instruction, and curriculum. A team of approximately 10 administrators and staff visited every program in fall FY11. Twice a year, (once each semester) a “Pizza with the President” luncheon is held. These interactions provide critical opportunities for administration to focus on and respond to student input. For example, in fall 2011, students requested that the date for financial aid disbursement be changed. The changes were made and implemented for the spring disbursement.

Faculty members play a significant role in engaging students in learning. By the second day of classes, students are engaged in hands-on activities and projects. Students appreciate the opportunity to begin learning immediately and have identified this as one of the things they like about the College during “Pizza with the President” luncheons. Instructors are committed to providing a learning community within their program that provides students with the support and resources necessary to complete the program and be successful. To ensure student satisfaction, students are annually asked to evaluate the program and their instructor(s).

**Core Component 4d**

The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibility.

Through the College’s many resources students are ensured of opportunities to acquire and discover knowledge. These resources include computer labs, internet access, physical and online libraries, training manuals, videos, and industry specific software and equipment. In addition, the College provides support in Student Services and Learning Resources to assist students in learning and acquiring knowledge. For example:

1. The Kansas Career Pipeline Assessment is offered to students who want to explore career occupations.
2. Tutoring and English as a Second Language services are offered to students.
3. Resume writing, cover letter writing, interviewing skills, job search assistance, and workshops for students such as “Soft Skills in the Work Place” and “Test Taking and Test Anxiety” are offered.

4. Through FY11, students had access to the WIN WorkKeys® practice site. This site helped students study for the WorkKeys® assessment that they took prior to graduation. Students accessed this site at any time of the day from a computer connected to the Internet.

5. An early alert process has been developed whereby the Learning Resources Specialist uses COMPASS® scores to identify students who might need assistance and/or encouragement to succeed during the year. Furthermore, at approximately three weeks into the semester, instructors are asked to identify students who may need additional assistance.

6. Two computer labs are available for students to use to study, for research, take tests, or use the online library.

7. Services offered via the Learning Resources Specialist and resources in the Learning Resources labs are tracked on an Excel spreadsheet. Services are monitored to determine their usefulness in assisting students with needed resources.

Additional academic support services are provided through the Student Services department and include the following:

1. Services are provided for students with disabilities, including needs assessments, requests for accommodations, identifying expectations and requirements, documentation, grievance procedures, and other services. The College’s website has detailed information on accessibility services.

2. An efficient, easy to navigate website was created to keep students informed and provide information related to College policies, procedures, curriculum, program information, and information about the College for prospective and current students.

3. A new web enabled student information system (SONISWEB®) has been implemented to more easily track students and provide better service.

4. Advising and counseling services are available for students from the Vice President of Student Services. Generally, the Vice President of Student Services meets with students to get them enrolled, and also works with students interested in seeking an AAS Degree or transferring to another college. The Vice President of Student Services also provides basic counseling services to students and has a list of community resources for students who need professional counseling or unique services.

5. Coordination of campus events and activities for students are facilitated by staff in Student Services. The College holds three student appreciation events a year and three or four additional student events such as golf, bowling, and a barbeque.

6. Coordination of pre-enrollment activities, including open house, recruiting tours, enrollment day, and recruiting visits to high schools is handled by the staff in Student Services.

7. Assistance with federal, state, and other financial aid processes is provided by the Director of Financial Aid.

8. The Student Services department serves as the reception office for the College, coordinating the flow of information to multiple areas (phone calls, answering
Promoting Ethical Conduct

Ethical conduct is expected by all members of the college community. The Board Policy Manual has guidelines for ethical behavior of Board of Trustees members and the College President. The negotiated agreement with faculty identifies behaviors and attitudes used in evaluating faculty performance. It also identifies behaviors that may lead to dismissal or suspension. In addition, the College Catalog and student handbook have a Student Code of Conduct that students must follow.

The College’s policies and procedures are communicated via the College website, including the Employee Handbook, Faculty Handbook, student handbook, and Board Policy Manual. Instructors review the College’s non-discrimination policy during orientation activities at the start of each academic year, and all students receive a copy of the policy. Instructors also incorporate the promotion of ethical conduct in the employability skills that they teach every day. Instructors, as well as the Learning Resources Specialist, encourage students to be thorough, accurate, and ethical in all of their research. Plagiarism and copyright laws are linked on the website and reviewed with students at the beginning of the year during departmental orientation.

Certain co-curricular activities also promote ethical and social behavior. Some of the activities students participate in include: blood drives, Big Brothers and Big Sisters, Constitution Day, Kansas Mission of Mercy, building ramps for disabled families, glucose screenings, and volunteer income tax assistance.

Social responsibility is also promoted through the SGA. SGA membership is made up of one to two students from each full-time program. It meets every two weeks. In addition, members of the SGA are represented throughout the College-wide strategic planning process, provide input on the student code-of-conduct, and participate in Cabinet Advisory Council meetings. SGA members represent student interests on a variety of other committees and decision making processes.

Summary

The College is committed to lifelong learning, and the curriculum is evaluated for relevance by its constituents. Administration ensures that employees have access to professional development opportunities and faculty members ensure that students are involved in co-curricular activities. In addition, library services are made available through a variety of resources.

Although, general education is new and more courses need to be added to the curriculum, Salina Tech continues to make directional progress in meeting the educational needs of its students by integrating general education courses into the AAS degree.
Salina Area Technical College takes pride in…

1. Its commitment to lifelong learning by dedicating itself to principles of academic freedom, freedom of inquiry, professional development, hiring quality faculty, and supporting student learning and growth opportunities.

2. The relevance and appropriateness of a student's acquisition of knowledge through the general education component of the AAS degree.

3. Its testing and assessment measures that evaluate student breadth of knowledge and skills.

4. The multiple approaches used to assess the usefulness of the curricula which includes annual program reviews, advisory committee input, state curriculum alignment, assessment processes, student evaluations, and the processes established by the Academic Affairs Committee.

5. The support it provides to ensure that knowledge can be discovered and applied. This includes financial support, academic support, and support in the classroom.

6. Its commitment to behaviors that are ethical and are embodied in the Student Code of Conduct, Faculty Negotiated Agreement, Faculty Handbook, Employee Handbook, Board Policy Manual, and Administrative Handbook.

Salina Area Technical College challenges itself to…

1. Ensure that general education instructors possess a master’s degree with 18 graduate credits in their content area.

2. Expand learning resources and library services to broaden opportunities for intellectual inquiry.

3. Improve the process for student evaluations of instruction in order to provide feedback that is better, more consistent, and related to curriculum assessment.

4. Increase the number of articulation agreements with institutions of higher learning; thereby allowing students to transfer general education and program-specific coursework seamlessly to other colleges and universities.

5. Expand general education offerings that serve a diverse community of learners.

6. Explore and create a developmental education plan.

7. Create online and hybrid classes to broaden opportunities for students to practice intellectual inquiry.
Chapter SEVEN

CRITERION 5

7

ENGAGEMENT SERVICE
Chapter Seven: Criterion 5: Engagement and Service

As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

When Salina Area Technical College (Salina Tech) applied to the Kansas Board of Regents to become an independent entity, effective July 1, 2009, the application identified a six county core service area. These counties include: Lincoln, Ellsworth, McPherson, Dickinson, Ottawa, and Saline. Based on 2010 United States Census data, the total population of all six counties was 120,369. Salina Tech serves the citizens in these six counties by providing educational opportunities that lead to employment, job improvement, or enrichment. The College serves the many businesses, community organizations, and educational institutions in the region by providing skilled graduates and customized training for their employees. They in turn provide the College with curricular input, technology and equipment planning and resources, internships, and clinical settings. In addition, they hire Salina Tech graduates.

Salina Tech serves many state and federal constituencies through grant partnering, workforce training, financial aid, curriculum development, marketing of courses, funding and enrollment related activities, and by providing consumer data. These agencies include: KansasWorks, Veterans Administration, Vocational Rehabilitation, Kansas Board of Regents, Kansas Department of Commerce, the North Central Association Commission on Accreditation and School Improvement, 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’s Environmental Technology program also serves many constituents beyond the six county core service area in much of central and western Kansas.

Finally, and most importantly, the College identifies its students and employees as valuable constituents. Salina Tech provides nine credits of free tuition, per semester to employees and their dependents to encourage education and lifelong learning. Student learning is emphasized and monitored constantly to ensure that the College is meeting student and employer needs. Salina Tech also demonstrates its commitment and responsiveness to the community, businesses, College employees, and students through its mission, vision, and values statements.

Core Component 5a

The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

The College solicits input from business and industry partners through its program advisory committees which influence decisions and help shape curriculum. 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.

Salina Tech employees are active in the community and participate in many organizations. Employee involvement in these organizations allows employees, at many levels, to learn from the business community. These organizations include:

**Administration and Staff:**
Ambucs  
Chamber of Commerce Economic Development Committee  
Kansas Association of Technical Colleges (KATC)  
Kansas Board of Regents  
Kansas Postsecondary Technical Education Authority  
Kansas Council on Workforce Education (KCWE)  
Volunteer Income Tax Assistance (VITA)  
Salina Education Alliance  
Salina Area Chamber of Commerce, Workforce Development Taskforce  
Salina Adult Education Center Advisory Council (SAEC)  
Heartland Programs Post Secondary Education Committee/Panel  
Kansas Department of Commerce  
Kansas Council on Instructional Administrators (KCIA)

**Faculty:**
Dental Assistant, SkillsUSA Co-Chair  
Bennington High School, Spirit Committee President  
Dental Assistant National Board  
American Dental Assistants Association  
Kansas Dental Assistants Association  
PEO  
Delta Kappa Gamma  
Red Cross volunteer  
North Central Association Commission on Accreditation and School Improvement  
Site Visit Team Member  
Master Certified, Automotive Service Excellence (ASE)  
SkillsUSA  
Altrusa International – Salina Chapter  
American Welding Society

As described in Criterion Three, Core Component 3c, each program has multiple business partners who are invaluable contributors of information, materials, and career opportunities. In addition, the Learning Resources Specialist has close partnerships with ACT, WorkKeys®, and the National Occupation Competency Testing Institute (NOCTI) testing services. These resources provide the College with valuable information on assessing student performance. The College sent the Learning Resources Specialist and the Vice President of Instruction to an ACT conference in April 2011 to learn more about how COMPASS® scores can be used in a College environment for placement and remediation. Student Services interacts closely with
SONISWEB®, the new student information system vendor, learning to integrate new systems and processes more efficiently.

In these many interactions and relationships, the College learns from its constituencies about curriculum, processes, societal trends, and workforce issues. The College strives to offer a quality educational experience that adds value to those it serves, improving the economic and workforce needs of both the region and state.

**Advisory Committee Survey**

The College collects information from advisory committee members. Table 7.1 summarizes the FY10 and FY11 Advisory Committee Survey results.

<table>
<thead>
<tr>
<th>Survey Item</th>
<th>FY10 n=91</th>
<th>FY11 n=87</th>
</tr>
</thead>
<tbody>
<tr>
<td>The advisory committee meets at least once a semester.</td>
<td>3.67</td>
<td>3.89</td>
</tr>
<tr>
<td>Advisory committee meetings are productive.</td>
<td>3.51</td>
<td>3.75</td>
</tr>
<tr>
<td>The instructor listens to advisory committee member suggestions.</td>
<td>3.69</td>
<td>3.85</td>
</tr>
<tr>
<td>Rank the equipment and technology in the program.</td>
<td>3.36</td>
<td>3.44</td>
</tr>
<tr>
<td>Administration is responsive to advisory committee needs.</td>
<td>3.25</td>
<td>3.52</td>
</tr>
<tr>
<td>I enjoy being on the advisory committee.</td>
<td>3.63</td>
<td>3.73</td>
</tr>
<tr>
<td>The college is well connected to the community.</td>
<td>3.31</td>
<td>3.44</td>
</tr>
<tr>
<td>The reputation of the program is excellent.</td>
<td>3.42</td>
<td>3.53</td>
</tr>
<tr>
<td>The reputation of the college is excellent.</td>
<td>3.27</td>
<td>3.48</td>
</tr>
<tr>
<td>The physical environment of the department is appropriate.</td>
<td>3.29</td>
<td>3.53</td>
</tr>
<tr>
<td>We analyze assessment of student learning data.</td>
<td>3.26</td>
<td>3.58</td>
</tr>
<tr>
<td>We analyze program review data.</td>
<td>3.38</td>
<td>3.56</td>
</tr>
<tr>
<td>We analyze student graduation and placement data.</td>
<td>3.47</td>
<td>3.63</td>
</tr>
<tr>
<td>This program offers the courses that students need.</td>
<td>3.57</td>
<td>3.69</td>
</tr>
<tr>
<td>This program offers the courses at times students need them.</td>
<td>3.40</td>
<td>3.49</td>
</tr>
<tr>
<td>Overall, I would rate this program.</td>
<td>3.53</td>
<td>3.76</td>
</tr>
</tbody>
</table>

*Ranked on a scale of 1 (low) to 4 (high)*

While the FY10 scores were all very high, there was some concern that the two lowest ranked items were related to the analysis of assessment data (3.26) and the responsiveness of administration (3.25). Goals were set to improve each of these areas in FY11 by making certain all advisory committee meetings were attended by administrators and assuring that assessment data is covered. As a result, the FY11 Advisory Committee survey results not only improved in both areas, but improvements were demonstrated in every question in FY11 compared to FY10.
The College values and learns from its constituents through multiple engagement activities that provide the College with feedback. The administration, faculty, and staff then respond to the data in ways mentioned in this self study.

Core Component 5b

The organization has the capacity and the commitment to engage with its identified constituencies and communities.

Resources

Salina Tech has the financial, physical and human resource capacity necessary to provide equipment, supplies, and resources for its educational programs and to engage with its constituents. The College has no debt, consistently posts income that exceeds expenses, and has reserve funds equal to 75 percent of the College’s budget. The College has always operated in the black and only uses reserves for large one-time purchases such as remodeling projects, the new student information system, and parking lot resurfacing. The College has the second lowest tuition/fee rate of the other five Kansas technical colleges, making access affordable.

Salina Tech has the physical resources necessary to provide modern, up-to-date facilities for constituent use. Square footage of laboratories and classrooms provide sufficient space to satisfy the physical requirements of individual departments and their needs. The Automotive Technology and Diesel Technology shops have both overhead hoists and exhaust systems, and the Auto Collision Repair shop has modern paint booths. Each of these departments is housed in a 20,000 sq. ft. shop in addition to 6,000 sq. ft. of classroom and office space. The Dental Assistant, Business Administrative Technology, and Computer Aided Drafting laboratories have the latest software and hardware technology. Videos and pictures of programs can be seen on the College website, providing an overview of the environment within the department.

The technology infrastructure of the College is very stable and will meet the needs of the College for the next five to seven years. In fall 2010 three existing computer labs were upgraded: the Dental Assistant program received 18 new computers, utilizing current flat screen monitors; the Business Administrative Technology program received 23 new computers with dual 22” monitors; and the Computer Aided Drafting program received 20 new work stations with 24” monitors.

The College is fortunate to have room for expansion to meet future growth. The basement of Building A was completed in April 2011. The basement now has additional classrooms, computer lab, conference room with kitchen, student lounge with kitchenette, and staff lounge with kitchenette. As the College grows, it has the classroom capacity to expand offerings in the evenings and on weekends. The College also has adequate land for future building projects.
Salina Tech has the following human resources needed to serve its students and the community:

1. Faculty members have the experience and credentials to teach in their programs. They connect to the community through their program advisory committees, business partners, and articulation agreements.
2. Faculty members serve as student advisors.
3. Several positions have been added or expanded including Learning Resources Specialist, outsourced information technology services (equivalent of one position), human resources/payroll functions, Director of Admissions and Registration, President, administrative assistants, and additional faculty.
4. Part-time hourly positions and adjunct faculty have been added.
5. The institutional research employee has worked at the College 29 years.
6. Two administrators have over four years experience at the College and one has given more than 20 years of service.
7. Employees in the Business Office worked diligently to create an “unqualified” financial audit.
8. Employees are committed and dedicated to engaging with constituents.
9. Employees in Student Services were responsible for the implementation of a new student information system.
10. Employees participate in many community organizations, serving on boards, and volunteering.
11. The President has visited the ten largest feeder high schools and toured the ten largest businesses in the Salina area. In addition, the President has visited the businesses of a number of advisory committee members, attends statewide meetings with the Kansas Board of Regents and the Kansas Postsecondary Technical Education Authority, meets with legislators, and serves as the Vice President of the Kansas Association of Technical Colleges.

Educational Programs

Salina Tech’s students interact with the community frequently through curricular activities such as student organizations, service projects, hands-on learning, live work, and partnerships. For example, the College shows its commitment to service learning by providing students with many co-curricular activities. Students are involved in blood drives, the Kansas Mission of Mercy, Ambuc ramp building, Christmas light decorating, internships, occupational work experiences, clinical experiences, student clubs, organizations, SkillsUSA, Big Brothers and Big Sisters, and Volunteer Income Tax Assistance. Salina Tech’s co-curricular activities promote leadership skills, personal development, self-discipline, and confidence. They also develop social, work, and ethical skills. Students learn to be better citizens and members of society.

In many of Salina Tech’s programs, students work on customer projects. Although the customer pays for any materials needed to complete their project, the process of purchasing necessary 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.
Core Component 5c

The organization demonstrates its responsiveness to those constituencies that depend on it for service.

High Schools and Colleges

Salina Tech, as part of its FY09-FY11 Performance Agreement with the Kansas Board of Regents, set an institutional goal to improve a seamless transition from high school to technical certificate programs, associate degrees, and beyond. Articulation agreements with area high schools grew from limited agreements in 2006 to 20 agreements in 2010. The target of the state performance agreement goal is to provide additional educational opportunities for students.

Through a state-wide articulation agreement with community and technical colleges, Salina Tech students have the opportunity to earn AAS degrees by continuing their education beyond Salina Tech.

Continuing Education

Salina Tech’s Continuing Education department offers credit, non-credit, and customized training to the community. Many of the courses are similar to the courses offered through the technical programs. Continuing education classes are part-time and offered during the day, evening, and weekends. Community members take these courses for employment, retraining, enrichment, or improvement of skills. The Director of Continuing Education works with the public to offer the classes requested by business and industry and to ensure that the customized training needs are also being satisfied.

Continuing education is designed to meet community and business and industry needs. The biggest enrollment in continuing education classes is in healthcare. Headcount in the healthcare classes was 322 students in FY10, whereas the headcount for the full-time programs was 367 students. Continuing education classes include Certified Nursing Assistant, Certified Medication Aide, Home Health Aide, Rehabilitation Aide, and Emergency Medical Technician (EMT). Approximately 200 additional students take a variety of other continuing education classes in manufacturing, transportation, and business.

Businesses also use College facilities for training their employees, Salina Tech students, or to meet specialized business needs. For example, Grail Engine Technologies created their new engine prototype working with Salina Tech staff and students. They have gone on to receive worldwide exposure in new engine technology. In FY10, Phillips Lighting used the College facilities to do specialized training for employees.
Business and Industry

In Fall 2009, Salina Regional Health Center (SRHC) management asked Salina Tech to start a Practical Nursing program. SRHC made the request due to the hospital’s need for an additional 12-15 nurses annually. To respond to SRHC’s immediate need, Salina Tech partnered with Hutchinson Community College (HCC) to deliver a Practical Nursing program in Salina. HCC provides the instruction, Salina Tech provides the facilities (classrooms and laboratories), and SRHC provides clinical space for students. The program expansion to the Salina area was approved by the Kansas Board of Nursing and the Higher Learning Commission of the North Central Association of Schools and Colleges. The first class had 65 applicants, 17 were selected, with 17 graduating in May 2011.

In Summer 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. Salina Tech’s administration partnered with five businesses on a $100,000 grant from the Kansas Department of Commerce to start a daytime Electrical Technology program and an evening Industrial Maintenance program. The grant was awarded to the College, and both programs started in fall 2010 and reached maximum enrollment. The three-year grant goals were met within the first year.

Both the Practical Nursing and Industrial Maintenance/Electrical Technology projects demonstrate the College’s commitment to respond to the business community. By providing these additional graduates, vacancies are being filled meeting the economic development needs of the community.

Salina Tech has a history of meeting business requests either through continuing education courses or through the College’s technical programs. Continuing Education staff and faculty worked with area business leaders to create a manufacturing skills certificate. Business leaders also contact individual Salina Tech instructors to assist them with unique customized training needs. The Machine Tool Technology instructor worked with G. L. Huyett to provide specific machine tool training. The City of Salina contacted the College for Continuing Education Unit (CEU) training for contractors to maintain licensure.

The College’s Environmental Technology program provides a unique example of its responsiveness to its constituencies. Environmental technicians and water treatment plant operators must be familiar with the guidelines established by federal regulations and how those regulations affect plant operations. In addition, operators must be aware of any guidelines imposed by the state or locality in which the plant operates. Through Salina Tech’s 16-week Environmental Technology program and related workshops, municipalities or businesses can receive training for new employees and update the skills of the current workforce. A component of this course is highly responsive by providing on-site, one-on-one job specific instruction by Salina Tech staff. This allows students to receive individual guidance in the operation of their systems and ensure that system operations meet state and federal standards.

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 General
Education Diploma. This partnership includes allowing SAEC students access to Salina Tech computer labs, a KHPOP grant for training CNA students, and a free transition class for developmental Algebra and writing skills. The Salina Tech Vice President of Student Services serves as a liaison through membership on the SAEC advisory board. Salina Tech also offers a $250 scholarship to any SAEC student who enrolls and attends a full-time program. In addition, the College partners with the Service, Education and Re-training (SER) Corporation of Kansas to provide tuition for Kansas migrant and seasonal farm workers.

Finally, the College President serves on the Chamber of Commerce Economic Development Committee and is at the forefront of new business proposals and training requests.

**Community Leader Feedback**

As part of its program of ongoing improvement with the community, Salina Tech solicits feedback regarding its ability to respond to its constituents needs. For example, the [FY10 Advisory Committee Survey](#) results revealed that the highest ranked item (3.69 out of a 4.00 scale) was that instructors listen to advisory committee member suggestions. In FY11 this number increased to 3.85.

Employers are also asked to **complete an evaluation** of students who participate in clinical experiences, internships, and work experience opportunities. This feedback provides instructors a means by which to evaluate student performance and verify that the curriculum aligns with industry needs.

Board of Trustees, made up of community and business leaders, provide valuable feedback during Board of Trustees meetings. For example, one Board of Trustees member recommended aptitude testing described in Criterion Three. Administration responded quickly to the Board of Trustees member’s suggestion, piloted the project, analyzed results, and has implemented the mechanical reasoning portion of the Differential Aptitude Test. This has developed into a significant screening tool for the College.

**Core Component 5d**

Internal and external constituencies value the services the organization provides.

**Evaluation of Services by Constituencies**

Each program at Salina Tech has an advisory committee that meets at least once a semester. To ensure that programs are meeting the training needs of business and industry, an advisory committee survey was created in spring 2009 and is given every spring. The [FY10 and FY11 surveys](#) indicated that these constituents value the services Salina Tech provides. Faculty members keep minutes of advisory committee meetings and the Vice President of Instruction attends all meetings to provide administrative support.
Salina Tech also solicits input and feedback from students to allow them the opportunity to evaluate instruction and student services. The Survey of Current Students is administered annually with the FY10 and FY11 surveys indicating that students value both services.

Employee input and feedback are also valued. Each spring the College conducts a Faculty and Staff Survey that provides valuable feedback on a variety of institutional performance indicators. The FY11 survey indicates that employees value and take pride in the College.

The College collects additional input via the annual Graduate and Job Placement Survey. This survey indicates employers and graduates value College services.

**Facility Usage by the Community**

Upon request, facilities are available to community groups and industry vendors to provide training. An agreement is signed by the group prior to the date of the event and Salina Tech faculty and staff assists the business and industry with their training events, if needed. For example:

1. The Commercial and Advertising Art department was used by the Occupational Center for Central Kansas (OCCK) to provide training for video editing for a statewide disability project.
2. The Diesel Technology program partnered with MHC Kenworth, EATON, Permatex, Matco Tools, Snap-on Tools, Lawson Products, and the Salina Chamber of Commerce to allow these companies to use the facilities and provide training for their workforce and industry partners.
3. Four times a year the Auto Collision Repair facility is used by I-CAR. These classes are for technicians and provide continuing education units (CEU) on the latest techniques, tools, and materials in the collision repair field. These classes usually draw between 20 and 30 adults from Salina and the surrounding communities.
4. Building H is utilized by the SAEC to teach English as a Second Language and for other purposes.

**Continuing Education Needs of Professionals**

Many licensed professionals come to Salina Tech to receive updated training or license renewal programs offered at or by the College. Companies such as EATON bring technicians to Salina Tech 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 (a model of transmission) transmission rebuild. This course is open to business and industry employees and is held on the Salina Tech campus. Salina Tech instructors and qualified students are allowed to attend the course at no charge.

Construction contractors also have a need for continuing education opportunities. As a part of contractor training, HITI provided pneumatic safety and new tools for the PHCC class to contractors. Continuing education offers courses including Confined Space Entry, Trench and
Excavation, Forklift Training, Commercial Drivers License (CDL), Brake Inspector Certification targeting the needs of our six county core service area. Salina Tech offers these classes multiple times a year based on industry needs.

Salina Tech is also a testing site for Automotive Service Excellence (ASE). ASE is a licensing process for automotive, diesel and auto body technicians. In July, Salina Tech will begin a pilot program for Internet based ASE testing. In the near future Salina Tech will become a Thompson Prometric Testing Site. In addition, O’Reilly Auto Parts utilizes the College’s Auto Technology department to hold training classes on a variety of technologies, thus bringing in industry people and allowing Salina Tech instructors the ability to attend and remain current in their field. New information is critical to the instructors and it allows them to learn and teach new technologies or trends in the fields they teach.

The Dental Assisting department offers a Nitrous Oxide Oxygen course to the public. This course is attended by both students and industry partners needing this information.

**Summary**

The College takes great pride in its many relationships with constituents and the community. Resources are well managed to ensure constituent needs are being met. The College is responsive and dedicated to its students and the community.

To continue to serve constituents in ways they value, Salina Tech is aware that it must manage its human resource capacity. This is particularly true in Student Services and Learning Resources, where services will need to be expanded. Due to budget constraints, the College is dedicated in making certain that every personnel decision is carefully planned.

**Salina Area Technical College takes pride in . . . .**

1. The active role it takes in the community and with its constituents. Faculty members take tremendous pride in their programs and are enthusiastic partners with businesses.

2. Its ability to manage its physical, financial, and human capital resources in meeting the needs of its constituents.

3. Its history of commitment to collect data that evaluates its efforts in serving constituents. The College is responsive, making sure constituents are a priority.

4. Its belief in developing strong working relationships with secondary schools, higher learning institutions, and other education sectors in providing essential service to its constituents.

5. Its participation with its partners who are focused on shared educational, economic, and social goals that are vitally important to the successful achievement of the College’s mission.
Salina Area Technical College challenges itself to . . .

1. Increase student and program advisory committee awareness of the College’s mission.

2. Continue to analyze and monitor human resource capacity to meet varying constituent needs. As the College grows, new personnel will need to be added.

3. Increase community awareness that Salina Tech is a College and is not the same old “Vo-Tech” with a new name.

4. Creatively meet the needs of high school students who have the aspiration to attend college classes.
Chapter Eight: Summary

Salina Area Technical College’s self study process has been thorough with broad based participation and support. The Board of Trustees and employees believe the evidence provided in this self study fulfills the five criterion of the Higher Learning Commission of the North Central Association of Colleges and Schools (HLC-NCA). Throughout the self study report, Salina Tech presents an honest appraisal of its strengths and challenges.

Self Study Highlights

1. Salina Tech has a clear sense of its vision, mission, and values, which demonstrates a commitment to quality education and service to the community and its constituents.
2. Salina Tech conducts itself with integrity in all areas of College operation.
3. Salina Tech is committed to a comprehensive and systematic process for strategic planning that ensures that the College has the capacity to provide a quality education and outstanding services.
4. Salina Tech has made great strides in assessment of student learning.
5. Salina Tech provides quality educational programming, effective learning environments, and necessary learning resources, as demonstrated by positive student survey results.
6. Salina Tech promotes a life of learning through its curricular and co-curricular offerings, student life experiences, academic support initiatives, and in how its faculty and staff promote continuous learning.
7. Salina Tech actively engages with its external constituents and responds to constituent needs via its many partnerships. Furthermore, Salina Tech provides opportunities for students to engage in meaningful ways with individuals and organizations throughout the community.

Plans for the Future

At the end of each criterion chapter, the College has described areas it challenges itself to improve. Upon receiving candidacy status from the HLC-NCA, these areas of improvement will provide a foundation of planning for the next self study and accreditation visit. The following themes have emerged as priorities:

1. Salina Tech students will have the ability to receive financial aid on a credit hour basis as it converts to candidacy status with HLC-NCA from its accreditation with NCA-CASI.
2. The College will begin planning for online classes and hybrid classes. This will allow for greater opportunities for students.
3. Salina Tech’s candidacy status with the HLC-NCA presents many opportunities for the residents of Salina. Currently, the residents of Saline County do not have a low cost general education provider. As Salina Tech receives candidacy status, low income and at-risk populations will have access to general education courses that are affordable and close to home.
4. Salina Tech instructors are establishing and implementing quality standards for entry into programs; thus, prerequisite structures are emerging to improve the academic quality needed to be an institution of higher learning.

5. Salina Tech’s computer conversion process should be fully implemented by Fall 2012.

6. Salina Tech’s self study process has provided insight into areas where Salina Tech can grow. These challenges are being articulated into the FY12 Operational Plan.

7. Incorporate the HLC team’s recommendations into the next strategic planning process.

8. Building A facilities continue to need upgrades, which are planned to occur over the next few years.

As a result of this self study, the Board of Trustees and employees of Salina Tech respectfully request candidacy accreditation from the Higher Learning Commission of the North Central Association of Colleges and Schools.
APPENDIX A  Minimum Expectations

A

MINIMUM EXPECTATIONS
Appendix A: Minimum Expectations

The Minimum Expectations are organized by six areas: Fiduciary Responsibility, Public Information, Programs and Instruction, Faculty, Student Support Services, and Resources.

The specific items in these Minimum Expectations are not additional requirements. Rather, they state fundamental understandings and should be used as needed in evaluating the institution against the Criteria for Accreditation.

These minimum expectations are referenced in the self study and have been summarized in this appendix for efficient referencing. Where logical, page numbers have been provided for easy access.

Part One: Fiduciary Responsibility

1. The institution has the legal documents required to confirm its status as an institution of higher education (public, non-profit, for-profit).
   

2. The institution has legal authority to grant degrees and meets the legal requirements to operate as an institution of higher education wherever it conducts its activities.

   1994: Senate Bill 586 was passed, allowing technical schools in Kansas to become technical colleges. Senate Bill 586 amended [K.S.A. 72-4412] to include the definitions of a technical college and the Associate of Applied Science degree. The procedures for establishing or converting a former vocational school to technical college status, governance, and applicability of statutes were addressed in [K.S.A. 72-4468], [K.S.A. 72-4470], and [K.S.A. 72-4471]. Chapter Two: Eligibility Requirements, page 24.

3. The institution understands and abides by local, state, and federal laws and regulations applicable to it (or bylaws and regulations established by federally sovereign entities).


4. The institution has a governing Board of Trustees that possesses and exercises the necessary legal power to establish and review the basic policies that govern the institution.
• The Board of Trustees provides oversight of the institution’s finances as well as its academic and business operations.

The Board Policy Manual, page 11, identifies items that require Board of Trustees approval, which include finance, academic, and business operations. Examples of compliance include:

Annual Budget Approval: Board of Trustees Minutes, July 26, 2010; Board of Trustees Agenda and Summary July 26, 2010.

Six-month Budget Update: Board of Trustees Minutes January 24, 2011; Board of Trustees Agenda and Summary January 24, 2011.

Academic Programs: Board of Trustees Minutes March 22, 2010; Board of Trustees Agenda and Summary March 22, 2010. Another example: Board of Trustees Minutes November 22, 2010; Board of Trustees Agenda and Summary November 22, 2010.

College Expenditures over 20,000: Board of Trustees Minutes March 28, 2011; Board of Trustees Agenda and Summary March 28, 2011.

Faculty negotiated agreement: Board of Trustees Minutes August 23, 2010; Board of Trustees Agenda and Summary August 23, 2010.

Changes in Tuition and Fees: Board of Trustees Minutes March 28, 2011; Board of Trustees Agenda and Summary March 28, 2011.

Disposal of Assets Greater than $5,000: Board of Trustees Minutes June 21, 2010; Board of Trustees Agenda and Summary June 21, 2010.

Final Approval for Hire of Full-time Employees: Board of Trustees Minutes January 24, 2011; Board of Trustees Agenda and Summary January 24, 2011.

Approval of Investments: Board of Trustees Minutes May 24, 2010; Board of Trustees Agenda and Summary May 24, 2010.

Authorization to Spend Reserve Funds: Board of Trustees Minutes July 26, 2010; Board of Trustees Agenda and Summary July 26, 2010.

Additional examples are available on request.

• The Board of Trustees is sufficiently autonomous from the administration, ownership, and other related entities to assure the integrity of the institution and to allow the Board of Trustees to make decisions in the best interest of the institution.

The Board Policy Manual was created using the Policy Governance model. Pages 8-12, 20, and 23-24 indicate a commitment to Board of Trustees structure that is autonomous.
from administration. Primarily, the Board of Trustees focuses on “ends” and the President focuses on the “means.” The Board of Trustees has demonstrated a commitment and understanding of the importance of this leadership structure.

- The Board of Trustees authorizes the institution’s affiliation with the Commission.

At the **September 2007 Salina Public Schools USD 305 Board of Education Meeting**, the BOE voted for Salina Area Technical School to pursue becoming Salina Area Technical College. The technical college application was submitted to the Kansas Board of Regents in February 2008. The Kansas Board of Regents approved the request to change Salina Area Technical School to Salina Area Technical College at the **April 2008 Kansas Board of Regents Meeting**. The USD 305 BOE submitted a **transition plan to the Kansas Board of Regents** in May 2008. In July 2008, State Statute K.S.A. 72-4477a finalized approval for Salina Area Technical School to become Salina Area Technical College and begin pursuing accreditation from the Higher Learning Commission of the North Central Association of Colleges and Schools (HLC-NCA). The Board of Trustees receives periodic monitoring report updates on HLC-NCA accreditation activities: **Board of Trustees Minutes, August 24, 2009; Board of Trustees Minutes, November 22, 2010; Board of Trustees Minutes April 25, 2011**.

Upon review of the minimum requirements for this item, the Board of Trustees determined at its April 2011 meeting that the Board of Trustees had not “formally” authorized administration to pursue affiliation with the HLC-NCA after independently separating from USD 305 on July 1, 2009. While the Board of Trustees has always supported HLC-NCA accreditation, to validate this minimum expectation, the Board of Trustees passed an action item at the **Board of Trustees Meeting on May 23, 2011**, authorizing Salina Tech administration to pursue independent affiliation with the HLC-NCA.

5. The institution has a qualified Chief Executive Officer, Chief Financial Officer and Chief Academic Officer (titles may vary).

The titles of Chief Executive Officer, Chief Financial Officer, and Chief Academic Officer were established upon the new President’s arrival in late FY09. Initially these titles were: President, Dean of Instruction, and Dean of Administrative Services. In April 2011, the “Dean” titles were changed to: Vice President of Administrative Services and Vice President of Instruction. The Chief Student Services Officer is the Vice President of Student Services. The **FY12 Organizational Chart** displays current titles.

Each administrator has a master’s degree. The Vice President of Instruction has over 20 years experience in education. The Vice President of Administrative Services was responsible for the institutional budget and business services while operating under USD 305. The Vice President of Student Services has over four years experience in student services. The President taught full-time at a community/technical college for five years and as an adjunct for six years. The President has three years experience as a Chief Academic Officer and ten

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years experience as a Chief Student Services Officer at the community/technical college level and over two years experience as a CEO of a technical college. The President is also a former HLC-NCA consultant evaluator.

6. The institution has a published conflict of interest policy for the governing Board of Trustees and the senior administrative leadership.

The [Board Policy Manual](#) page 20, has a conflict of interest policy and the [Administrative Handbook](#), page 50, has a conflict of interest policy for employees and administration.

7. The institution defines and applies minimum qualifications for administrators.

The [Salina Tech Salary Schedule](#) created in 2009, identifies minimum qualifications for administrators: Administrative positions require a minimum of a bachelor’s degree and preference of a master’s degree. These positions also require work/educational related experience, have significant budgetary and supervisory responsibility, and are responsible for a college division, including planning, leading, organizing, and controlling.

Each administrator also has a job description: [President], [Vice President of Instruction], [Vice President of Administrative Services], and [Vice President of Student Services].

8. The institution follows established administrative policies and procedures.

Policies and procedures are identified primarily in the [Employee Handbook], [Faculty Handbook], [Administrative Handbook], and [Board Policy Manual]. The institutional FY10 [financial audit](#) verified accounting systems follow GAAP; the [A-133 financial aid audit](#) confirmed compliance with financial aid processes. The [College Catalog](#) provides guidance to students and employees for selected policy and procedures. Student Services employees attend multiple meetings on FERPA, financial aid, consumerism laws, and other meetings to make certain policies and procedures are followed in these areas.

9. The institution evaluates its governance and administrative structures and processes regularly.

The Board of Trustees evaluates itself annually using the [Board of Trustees’s evaluation form](#). At the [Board of Trustees Meeting on December 20, 2010](#) and [July 25, 2011](#), the Board of Trustees evaluated its performance.

College administration evaluates itself in multiple ways. Survey data (such as the Faculty and Staff Survey, Current Student Survey and Advisory Committee Survey) are analyzed to evaluate administrative performance. For example, Chapter Four, Criterion Two, Core Component 2c, pages 107-108, addressed administrative actions related to low survey results.
in FY10 Faculty and Staff Survey that were improved in FY11. Administration also discussed administrative structures in President’s Cabinet, leading to improvements of the organizational chart each year: FY10 Organizational Chart, FY11 Organizational Chart and FY12 Organizational Chart.

10. The institution presents to the Commission a clear and complete description of its relationship to any corporate parent or other related legal entity to which the institution is subject.

The only other related entity the institution is subject to is the Kansas Board of Regents. The Kansas Board of Regents coordinates activities in these areas:

- Performance Agreement
- Capital Outlay Expenditures
- Statewide Curriculum Alignment

These are addressed in Chapter Two, Eligibility Requirement Two, page 25.

11. The institution documents outsourcing of services in written agreements, including agreements with parent or affiliated organizations.

The College outsources information technology services with NexTech. The College signs an annual contract that covers IT services.

12. The institution addresses diversity of students and staff within the values and purposes of its mission.

The College’s commitment to diversity was expressed in Criterion One, Core Component 1b, pages 72-74, and again in Criterion Three, Core Component 3c, pages 130-131.

13. The institution responds to complaints and grievances, particularly those of students, in a timely manner.


Action based on input from students on the Survey of Current Students were addressed in Criterion 2, Core Component 2c, pages 105-107 and in Criterion Three, Core Component 3b, page 126. In addition, the internet policy was changed for FY11 based on negative student comments in FY10.
Administrative commitment to being sensitive to student opinions and comments is included in the self study, Criterion Four, Core Component 4a, pages 143, which states:

In the spirit of affording students greater access to the administration, they have a representative position on the [President’s Cabinet Advisory Council](#). In addition, the College President attends at least one Student Government Association (SGA) meeting each semester and once a semester a “Pizza with the President” lunch is held to solicit student input on the College’s performance.

### Part Two: Public Information

1. The Board of Trustees has adopted and published statements of mission, vision, values, goals and organizational priorities that together clearly and broadly define the organization’s mission.

   - Board of Trustees Minutes from July 1, 2009 indicate adoption of the strategic plan which includes the mission, vision, and values. The Strategic Plan 2009-2012 is published on the College website, in the Administrative Handbook, in the Board Policy Manual, and in the College Catalog. In addition, the mission statement is posted in every classroom.

2. The institution presents itself accurately and honestly to the public:

   - The institution advertises only programs it actually provides.

   The College only advertises programs it actually provides via the College website, the [FY12 College Catalog](#) and the [application for admission](#).

   - The institution’s catalog, with full descriptions of programs and admission requirements, is accessible to the public.

   The [College Catalog](#) complete with full descriptions of programs and admission requirements, is accessible to the public on the College website. A select number of copies are printed for high school counselors, libraries, and internal staff.

   - The institution portrays its accreditation status clearly to the public, including the status of its branch campuses and related entities and its specialized and professional accreditations.

   The College portrays its accreditation status, currently with the North Central Association Commission on Accreditation and School Improvement, on the College website and in the [College Catalog, page 7](#). In addition, the College portrays program accreditation for Auto Collision Repair, Automotive Technology, Dental Assistant, and Diesel Technology
on the College website and in the catalog, page 7. The College does not have any branch campuses.

- The institution communicates to its constituencies and applicants any Public Disclosure Notice it receives from the Higher Learning Commission.

The College has never been affiliated with the Commission and therefore has never received a Public Disclosure Notice.

3. The institution presents itself clearly and honestly to students and applicants:

- The institution provides students clear, timely, and accurate disclosure of all costs: tuition, fees, training, and incidentals.

  The College clearly lists all costs on the College website.

- The institution provides students timely and accurate information on its refund policy.

  The refund policy is in the College Catalog, pages 23-24 and the College calendar. These documents are available on the College website.

- The institution explains clearly to applicants its requirements for admission to particular programs or majors as well as to the institution.

  The College explains admission requirements in the College Catalog on pages 16-25.

- The institution explains clearly to applicants in advance of enrollment its policies on acceptance of transfer credit.

  Transferability of credit is explained in the College Catalog on pages 19-20.

- The institution clearly indicates to students what services it provides and how to access them.

  Services to students and how to access them are explained on the College website and in the College Catalog on pages 25-27.

4. The institution includes on its website a telephone number that includes an option to speak with a representative of the institution.

The College’s phone number is on the home page of the College website and is answered by a Student Services employee.
Part Three: Programs and Instruction

1. The institution follows established academic policies and procedures that reflect commonly accepted practice in higher education:
   - Faculty members have primary authority for the assignment of grades.
     Instructors use Snapgrades, a web-based gradebook program, to record grades. Faculty have the authority for all grading.
   - The institution has clear published policies on student academic load.
     The institutional policy on academic load is in the College Catalog, page 18. The policy states:
       - The academic year consists of a fall and a spring semester, each 16 weeks in length. Technical credit programs are offered on a semester credit hour basis. Eighteen hours of college credit is considered a standard semester load. Permission to enroll in more than 21 hours per semester must be approved by the Vice President of Instruction. Dental Assistant students may enroll in 22 credits in the fall semester.
   - Syllabi are provided for all courses offered.
     Each course has a syllabus that is provided by the instructor to students.
   - Residency requirements for each program are stated.
     Students at all Kansas technical colleges pay the same tuition rates regardless of residence. Therefore, Salina Tech does not have residency requirements for technical college students.
   - The institution has formal, written agreements for managing internships and clinical placements.
     The College has formal, written agreements for managing interships and clinical placements.

2. The institution maintains a practice of regular academic program reviews that include attention to currency and relevance of courses and programs.
   The institution conducts formal program reviews annually, a joint effort between faculty and administration. Program reviews are discussed in Criterion Four, Core Component 4c, pages 151-152.
The currency and relevance of program curriculum is reviewed and discussed at advisory committee meetings and as part of the state curriculum alignment process discussed in Criterion Three, Core Component 3a, page 116.

3. Assessment provides evidence of student learning:

- Programs, majors, degrees and general education have stated learning outcomes.

  Each program (technical and general education) has stated “program” learning outcomes on the assessment web page and in the annual program review document. Each technical and general education course has stated learning outcomes that are available on the network; technical programs summarize course learning outcomes in competency profiles.

- Processes for assessment of student learning are in effect.

  Processes for assessment of student learning are in effect and best summarized in Criterion Three, Core Component 3a, pages 118-121.

4. The institution follows appropriate policies for academic level and program requirements:

- The institution clearly differentiates its learning goals for undergraduate, graduate, and post-baccalaureate programs by identifying the expected learning outcomes for each.

  The College does not have graduate or post-baccalaureate programs. Each undergraduate program has stated learning outcomes on the assessment web page and in the annual program review. Each course syllabus has stated learning outcomes available on the network and summarized in competency profiles.

- No graduate program is composed primarily of courses that are available for both graduate and undergraduate credit.

  The College does not offer graduate credit.

- Credits earned in remedial courses do not receive degree credit.

  The College does not offer remedial credit at this time.

- The institution conforms to commonly accepted minimum program length: 60 semester credits for associate’s degrees, 120 semester credits for bachelor’s degrees, 30 semester credits beyond the bachelor’s for master’s degrees, 30 semester credits beyond the master’s degree for doctorates. Any exception to these minima must be explained and justified.
The College Catalog, page 13, states the minimum program length of 60 credits for AAS degrees.

- The institution maintains a minimum requirement for general education for all of its undergraduate programs whether through the traditional distributed curricula (15 semester credits for technical associate’s degrees, 24 for transfer associate’s degrees, and 30 for bachelor’s degrees) or through integrated, embedded, interdisciplinary, or other accepted models that demonstrate a minimum requirement equivalent to the distributed model. Any exceptions are explained and justified.

The College Catalog, page 14, identifies the minimum requirements for general education at 15 credits for AAS degree programs. General education requirements for AAS degrees are addressed in more detail in Criterion Four, Core Component 4b, pages 148-149.

- The institution assigns credit values to courses based on commonly accepted ascriptions for traditional classroom learning, distance learning, hybrid programs, and compressed schedules. *(Note: This item will incorporate whatever definition of a credit hour results from the federal regulatory process in progress during 2010.)*

Salina Tech assigns credit values to courses based on commonly accepted processes for traditional classroom learning. See Chapter Eight: Federal Regulations, page 170 for a broader description of institutional credit philosophy and program length.

Many program credit requirements are driven by the state alignment process, creating consistency across the state. The state alignment process is explained in more detail in Chapter Five, Criterion Three, Core Component 3a, page 116.

The College Catalog, pages 50-104, lists all academic programs and course credit values. The College does not offer any online learning or hybrid learning courses or compressed schedules.

Program length and credit hours are approved by the College Academic Affairs Committee, The Board of Trustees, and the Kansas Board of Regents. Assessment of curriculum is explained in Chapter Six, Criterion Four, Core Component 4c pages 151-153.

5. Students have access to the resources necessary to support learning and teaching (e.g., research laboratories, libraries, performance spaces, clinical practice sites) and those resources are appropriate for the institution’s mission and programs.

Access to resources that support learning are addressed in Criterion Three, Core Component 3c, pages 127-134 and 3d pages 134-138.

6. Students have access to guidance in the use of research and information resources.
The Learning Resource room has two computers with online library resources and is open from 8:00 am to 5:00 pm. The Learning Resource Specialist also coordinates an agreement with Kansas State University, Salina Campus, that allows Salina Tech students to use their library. The on-line State of Kansas Library is also available for those students who wish to use it. In addition, technical programs either have an independent library or share a library that is open from 7:30 a.m. to 3:00 p.m.

Computer Laboratory – The computer lab is open Monday through Friday from 8:00 a.m. to 5:00 p.m. On occasion, it remains open to accommodate evening general education classes. The lab has 21 computers, all of which are connected to the Internet, and have Windows XP and Microsoft Office, Suite 2007 installed. In addition, two of the computers have Solid Works installed.

Every program has a classroom that has computers for students to use for instructional and research purposes.

7. Faculty members at the institution are available for student inquiry and mentoring.

Technical program faculty teach full-time and are on campus 40 hours a week; readily available for student inquiry and mentoring. Adjunct faculty members are available for student inquiry and mentoring before and after classes.

8. The rigor of programs is consistent wherever and however curricula are delivered (on the main campus, at additional locations, by distance delivery, as dual credit, etc.).

The College has only one campus location. The rigor is consistent between programs and is closely monitored by advisory committees, administration, state performance alignment, and instructional faculty.

Part Four: Faculty

1. Faculty members possess an academic degree one level above the level at which they teach, except in programs for terminal degrees or when equivalent experience is established. In terminal degree programs, faculty members possess the same level of degree. When faculty members are employed based on equivalent experience, the institution defines a minimum threshold of experience and an evaluation process.

Criterion Three, Core Component 3b, pages 122-124, identifies faculty qualifications. Technical faculty members may be initially employed based on equivalent experience; however, the institution has a policy in the negotiated agreement, page 5, requiring faculty to obtain a degree one level above the level at which they teach.
2. Faculty members teaching at the doctoral level have a record of recognized scholarship, creative endeavor, or achievement in practice commensurate to doctoral expectations.

The College does not teach at this level.

3. The institution has a process for assuring that faculty members are current in their disciplines.

The College supports and promotes faculty professional development, faculty internships, and inservice activities to help faculty members stay current in their disciplines.

4. All faculty members are evaluated regularly in accordance with established procedures.

The faculty member evaluation process is identified in the Faculty Negotiated Agreement on pages 8-10. Students also evaluate instruction.

5. The institution has a sufficient number of faculty members to carry out the administrative roles of faculty, in particular oversight of the curriculum and assurance that students meet program requirements.

The College has 20.75 full-time technical program instructors, and approximately 25 part-time and adjunct faculty members. The Academic Affairs Committee is responsible for curriculum decisions and guidance for other instructional subcommittees and is primarily faculty driven. The assessment processes are driven by faculty to validate that students are meeting program requirements.

Part Five: Student Support Services

1. The institution provides student support services consistent with the type of students admitted:

- Qualified staffing is provided for the student services offered.

The Vice President of Student Services has a master’s degree in psychology and four years experience in student services. The Registrar has a bachelor’s degree and one year experience in higher education as a Registrar. The Director of Financial Aid has over one year experience in Financial Aid. The Learning Resources Specialist has a bachelor’s degree, two years full-time experience in learning resources and three years part-time experience in tutoring services. Both administrative assistants have one year experience in higher education student services.
• Appropriate academic advising is provided.

The Vice President of Student Services and Director of Admissions and Registration provide academic advising for new students entering the College and those wanting to transfer. Faculty members provide academic advising for program students.

• Financial aid advising clearly and comprehensively reviews the student’s eligibility for federal assistance and scholarships and the student’s debt capacity.

The Financial Aid Office (FAO) awards financial aid according to government and institutional guidelines and regulations. The FAO provides advising that includes an overview of the financial aid process, an explanation of the financial aid offered at the College, and assist students with understanding their financial aid award. When offered loans, students are encouraged to borrow conservatively and reminded that loans must be repaid. The FAO at Salina Tech evaluates the financial needs of students based on the information provided in the FAFSA.

• Timely and accurate transcript and records services are maintained.

The Director of Admissions and Registration (Registrar) maintains transcripts and student records in the Student Services Office.

2. The institution assures the quality and integrity of its admissions function.

Salina Tech purchased a new student information system (SONISWEB®) in FY10. Two staff attended the American Association of Collegiate Registrars (AACRAO) conference in Washington. The College’s admissions standards are stated in the College Catalog, pages 16-25 and is consistent with other HLC-NCA accredited technical colleges in Kansas.

3. The institution maintains contact information for student support services on its website for its main campus, off-campus locations, branch campuses, and online delivery. Contact information is also provided for students to use should a service not be readily available.

Contact information for Student Services is available on the Student Services page of the College website.

Part Six: Resources

1. The institution is fiscally viable.

The FY10 financial audit had zero qualifications and indicated viability.
2. The accredited entity has an external financial audit by a certified public accountant or a public audit agency. For private institutions the audit is annual; for public institutions it conforms with state practice.

The College used an external financial agency to audit its books for the FY10 Annual Financial Audit. Contact information is included in the audit.

3. The institution’s resources are adequate to ensure the quality of the academic programs and services it claims to provide.

Salina Tech has ample financial reserves and operates in the black every year. Adequate planning for instructional equipment and resources ensure quality programs and services. See Criterion Two, Core Component 2b, pages 94-104.

4. The institution maintains an annual statement of revenue and expense.

Salina Tech maintains its annual statement of revenue and expenses with the Director of Financial Services.

5. The institution has a prepared budget for the current year and the capacity to compare it with budgets of previous years.

The Board of Trustees approves its annual budget. See Board of Trustees Minutes, July 26, 2010; Board of Trustees Agenda and Summary, July 26, 2010.

The College also has a six-year budget history available for review.

6. The institution has a system of ongoing planning and a current operational plan.

Criterion Two, Core Component 2a, pages 87-94, address the multiple College planning processes including strategic, operational, facilities, student services, enrollment management, instructional, financial, and statewide processes.

7. The institution’s planning processes are linked with its budgeting process.

Criterion Two, Core Component 2b, pages 94-95, provide an overview of the College’s budgeting process. Other planning processes that are linked with budgeting include:

- The Three-Year Equipment and Technology Plan help prioritize immediate and future needs for instructional and non-instructional equipment and technology purchases in the
annual budget. This planning process also supports the development of grant applications.

- The Enrollment Management Plan helps determine the amount of money to allocate for advertising and publications in the annual budget.

- Annual program reviews provide data that allow administration and the Board of Trustees to set appropriate program tuition rates.

- Facilities and technology planning impact the amount of money budgeted for facilities and technology in the annual budget.

8. The institution maintains systems for collecting, analyzing, and using institutional information.

Criterion Two, Core Component 2c, page 105, primarily address institutional effectiveness.

Criterion Three, Core Component 3a, pages 115-121, primarily address how the institution collects, analyzes and uses student learning information.

Criterion Five, Core Component 5a, pages 160-161, primarily address how the institution uses advisory committee data.

9. The institution has a process for regular review of its physical infrastructure at all locations.

The College is diligent in its efforts to provide a safe environment for its students and employees. A staff consisting of a Director of Maintenance, building mechanic, and two custodians provide the primary care and inspection of facilities. The Director of Maintenance performs walk-through inspections and is also notified of any concerns by the building mechanic and custodians. If the deficiencies are minor, they are corrected immediately. If they rise to the level of administrative involvement, and if it is more complex, the Vice President of Administrative Services is notified. Instructional staff members fill out a program building maintenance form for any alterations or repairs they would like to have completed during the year or summer.

The College complies with all required safety and environmental monitoring including, but not limited to: 1) sprinkler system annual inspection, 2) fire alarm systems annual inspection, 3) fire extinguisher annual and monthly inspections, 4) water backflow annual inspections, 5) hazardous waste weekly inspections, monitoring and removal, 6) and yearly the Salina Fire Marshall completes a facility inspection.
10. The institution’s facilities are compliant with the Americans with Disabilities Act.

An elevator was installed in Building A, which houses administrative offices, and programs for Commercial and Advertising Art, Computer Aided Drafting, Dental Assistant and Business Administrative Technology, to complete the Americans with Disabilities Act (ADA) compliant requirements for the building. All restrooms are ADA compliant and as facilities are remodeled, this is a primary point of focus.

11. The institution’s facilities are compliant with state and local regulations to ensure health and safety.

The Salina Fire Marshall conducts a yearly inspection of facilities including electrical, egress concerns, and the storage/disposal of any hazardous waste materials. Any violations are noted and repairs made immediately. The completed report is signed off by the person responsible for the repairs and finally by the Vice President of Administrative Services. The College is a small quantity generator of hazardous materials according to state environmental standards. All materials are disposed of properly with accompanying paperwork including waste thinner, waste paint, and solvents. Holding drain pits are tested, when necessary, before being pumped. Compliance reports and paperwork are available in the resource room.
### Appendix B: Acronyms

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AACRAO</td>
<td>American Association of Collegiate Registrars and Admissions Officers</td>
</tr>
<tr>
<td>AAS</td>
<td>Associate of Applied Science</td>
</tr>
<tr>
<td>ACT</td>
<td>American College Test</td>
</tr>
<tr>
<td>ACTE</td>
<td>Association for Career and Technical Education</td>
</tr>
<tr>
<td>ADA</td>
<td>American Disability Act</td>
</tr>
<tr>
<td>ADAA</td>
<td>American Dental Assistants Association</td>
</tr>
<tr>
<td>AICPA</td>
<td>American Institute of Certified Public Accountants</td>
</tr>
<tr>
<td>AIGA</td>
<td>American Institute of Graphic Artists</td>
</tr>
<tr>
<td>ARRA</td>
<td>American Reinvestment and Recovery Act</td>
</tr>
<tr>
<td>ASE</td>
<td>National Institute for Automotive Service Excellence</td>
</tr>
<tr>
<td>AWS</td>
<td>American Welding Society</td>
</tr>
<tr>
<td>BOE</td>
<td>Board of Education</td>
</tr>
<tr>
<td>BOT</td>
<td>Board of Trustees</td>
</tr>
<tr>
<td>BTE</td>
<td>Business Training and Enrichment</td>
</tr>
<tr>
<td>BTL</td>
<td>Bachelor of Technology</td>
</tr>
<tr>
<td>CAC</td>
<td>Cabinet Advisory Council</td>
</tr>
<tr>
<td>CAD</td>
<td>Computer Aided Drafting</td>
</tr>
<tr>
<td>CNA</td>
<td>Certified Nursing Assistant</td>
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<tr>
<td>CDL</td>
<td>Commercial Driver's License</td>
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<tr>
<td>CEO</td>
<td>Chief Executive Officer</td>
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<tr>
<td>CEU</td>
<td>Continuing Education Unit</td>
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<tr>
<td>CHEA</td>
<td>Council for Higher Education Accreditation</td>
</tr>
<tr>
<td>CIP</td>
<td>Classifications of Instructional Programs</td>
</tr>
<tr>
<td>CMA</td>
<td>Certified Medical Assistant</td>
</tr>
<tr>
<td>CNC</td>
<td>Computer Numerically Controlled</td>
</tr>
<tr>
<td>CODA</td>
<td>Council on Dental Accreditation</td>
</tr>
<tr>
<td>COMPASS</td>
<td>Computer-Adaptive Placement Assessment and Support System</td>
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<tr>
<td>CPA</td>
<td>Certified Public Accountant</td>
</tr>
<tr>
<td>CPR</td>
<td>Cardiopulmonary Resuscitation</td>
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<tr>
<td>DANB</td>
<td>Dental Association National Board Inc.</td>
</tr>
<tr>
<td>DAT</td>
<td>Differential Aptitude Tests</td>
</tr>
<tr>
<td>DKG</td>
<td>Delta Kappa Gamma</td>
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<tr>
<td>ECAR</td>
<td>Eligibility and Certification Renewal</td>
</tr>
<tr>
<td>EMT</td>
<td>Emergency Medical Technician</td>
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<tr>
<td>EPA</td>
<td>Environmental Protection Agency</td>
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<tr>
<td>FAO</td>
<td>Financial Aid Office</td>
</tr>
<tr>
<td>Acronym</td>
<td>Description</td>
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<tr>
<td>FERPA</td>
<td>Family Educational Rights and Privacy Act</td>
</tr>
<tr>
<td>FTE</td>
<td>Full time</td>
</tr>
<tr>
<td>FTE</td>
<td>Full Time Equivalent</td>
</tr>
<tr>
<td>G.I.T. Going</td>
<td>Girls in Technology Going Places</td>
</tr>
<tr>
<td>GAAP</td>
<td>Generally Accepted Accounting Principles</td>
</tr>
<tr>
<td>GED</td>
<td>General Education Diploma</td>
</tr>
<tr>
<td>GM</td>
<td>General Motors</td>
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<tr>
<td>GPA</td>
<td>Grade Point Average</td>
</tr>
<tr>
<td>HCC</td>
<td>Hutch Community College</td>
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<tr>
<td>HEA</td>
<td>Higher Education Act</td>
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<tr>
<td>HHA</td>
<td>Home health aide</td>
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<tr>
<td>HIPAA</td>
<td>Health Insurance Portability and Accountability Act</td>
</tr>
<tr>
<td>HLC-NCA</td>
<td>Higher Learning Commission – North Central Association of Colleges</td>
</tr>
<tr>
<td>HR</td>
<td>Human Resources</td>
</tr>
<tr>
<td>HVAC</td>
<td>Heating, Venting, and Air-Conditioning</td>
</tr>
<tr>
<td>I-CAR</td>
<td>Inter-Industry Conference on Auto Collision Repair</td>
</tr>
<tr>
<td>IHL</td>
<td>Institution of Higher Learning</td>
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<tr>
<td>IPEDS</td>
<td>Integrated Postsecondary Education Data System</td>
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<tr>
<td>IT</td>
<td>Internet Technology</td>
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<tr>
<td>KWEA</td>
<td>Kansas Water Environment Association</td>
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<tr>
<td>KASFAA</td>
<td>Kansas Association of Student Financial Aid Administrators</td>
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<tr>
<td>KATC</td>
<td>Kansas Association of Technical Colleges</td>
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<tr>
<td>KBOR</td>
<td>Kansas Board of Regents</td>
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<tr>
<td>KCWE</td>
<td>Kansas Council on Workforce Education</td>
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<tr>
<td>KNEA</td>
<td>Kansas National Education Association</td>
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<tr>
<td>KSPSD</td>
<td>Kansas Postsecondary Database</td>
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<tr>
<td>KWHE</td>
<td>Kansas Women in Higher Education</td>
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<tr>
<td>LAN</td>
<td>Local Area Network</td>
</tr>
<tr>
<td>LEARN</td>
<td>Leadership, Every student, Accountability, Responsiveness, Nurturing culture</td>
</tr>
<tr>
<td>LRS</td>
<td>Learning Resources Specialist</td>
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<tr>
<td>MIG</td>
<td>Metal Inert Gas</td>
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<tr>
<td>MIS</td>
<td>Management Information System</td>
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<tr>
<td>NACADA</td>
<td>National Academic Advising Association</td>
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<td>NACE</td>
<td>National Association of Colleges and Employers</td>
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<td>NAPP</td>
<td>National Association of Photoshop Professionals</td>
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<tr>
<td>NATEF</td>
<td>National Automotive Technician Education Foundation</td>
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<tr>
<td>NCA-CASI</td>
<td>Commission on Accreditation and School Improvement</td>
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<tr>
<td>Acronym</td>
<td>Full Form</td>
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<tr>
<td>NCCER</td>
<td>National Center for Construction, Education, and Research</td>
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<td>NOCTI</td>
<td>National Occupational Competency Testing Institute</td>
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<td>NTO</td>
<td>Non-Traditional Occupations</td>
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<td>OCCCK</td>
<td>Occupational Center for Central Kansas</td>
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<td>Occupational Safety and Health Act</td>
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<td>PAC</td>
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<td>Plumbing Heating Cooling Contractors Association</td>
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<td>PIF</td>
<td>Preliminary Information Form</td>
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<td>PN</td>
<td>Practical Nurse</td>
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<td>PPA</td>
<td>Program Participation Agreement</td>
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<td>PRI</td>
<td>Primary Rate Interface</td>
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<td>PT</td>
<td>Part Time</td>
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<td>RHA</td>
<td>Rehab Aide</td>
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<td>SAEC</td>
<td>Salina Adult Education Center</td>
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<td>SAPP</td>
<td>Stand Alone Parent Program</td>
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<td>SATC</td>
<td>Salina Area Technical College</td>
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<tr>
<td>SATS</td>
<td>Salina Area Technical School</td>
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<tr>
<td>SAVTS</td>
<td>Salina Area Vocational Technical School</td>
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<tr>
<td>SER</td>
<td>Service Education and Re-training</td>
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<td>SGA</td>
<td>Student Government Association</td>
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<tr>
<td>SHRMA</td>
<td>Salina Human Resources Management Association</td>
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<tr>
<td>SRHC</td>
<td>Salina Regional Health Center</td>
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<tr>
<td>STARLINK</td>
<td>State of Texas Academic Resource Link</td>
</tr>
<tr>
<td>TEA</td>
<td>Technical Education Authority</td>
</tr>
<tr>
<td>USA</td>
<td>United States of America</td>
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<tr>
<td>USD 305</td>
<td>Unified School District 305</td>
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<tr>
<td>USDE</td>
<td>United States Department of Education</td>
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<tr>
<td>VA</td>
<td>Veterans’ Affairs</td>
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<tr>
<td>VITA</td>
<td>Volunteer Income Tax Assistance</td>
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<tr>
<td>VW</td>
<td>Volkswagen</td>
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<tr>
<td>WEF</td>
<td>Water Environment Federation</td>
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<tr>
<td>WIN</td>
<td>Worldwide Interactive Network</td>
</tr>
<tr>
<td>WITS</td>
<td>Wichita Industrial Trade Show</td>
</tr>
</tbody>
</table>
Appendix C: Documentation

DOCUMENTATION LIST

LEGISLATION

K.S.A. 74-32, 141
K.S.A. 72-4412
K.S.A. 72-4433
K.S.A. 72-4453
K.S.A. 72-4454
K.S.A. 72-4468
KSA 72-4470
K.S.A. 72-4470a
K.S.A. 72-4471
K.S.A. 72-4477a
Senate Bill 7
Senate Bill 586
Kansas Open Meetings Act
Kansas Open Records Act (K.S.A. 75-4317 to K.S.A. 4320A; K.S.A. 45-215 to K.S.A. 45-223)
Public Law 88-210

ORGANIZATIONAL INFORMATION

Campus Map
Initial Transition Plan
Seven Page Transitional Plan
Current Board of Trustees
Original Board of Trustees
FY09 Organizational Chart
FY10 Organizational Chart
FY11 Organizational Chart
FY12 Organizational Chart
Salina Tech Strategic Plan 2009-2012
    Strategic Priorities
Salina Tech Operational Plan FY10
Salina Tech Operational Plan FY11
Enrollment Management Plan
USD 305 Memorandum of Understanding

ACCREDITATIONS

NCA-CASI Certificate of Accreditation
NCA-CASI Self Study (7 Standards)
NCA-CASI Documentation and Evidence Requirements
HLC-NCA Site Visit Notification, November 2, 2009
BOARDS’ INFORMATION/MINUTES

Minutes
USD 305 Board of Education Agendas and Minutes
Salina Tech Board of Trustees Agendas and Minutes
Kansas Board of Regents Agendas and Minutes

Other
Presidential Vacancy Announcement
Salina Tech Board of Trustees Self-Evaluation

Monitoring Reports (19)
- Program Review Process
- Program Review Reports
- Employment Competencies Report
- Three Year Instructional Technology Plan
- Facilities Master Plan
- Faculty and Staff Survey
- Annual Report on Promotional Efforts
- Community Involvement Report
- Annual Budget
- Annual Financial Audit
- Accreditation Updates
- Assessment of Student Learning
- Graduate and Job Placement Survey
- Foundation and Alumni Report
- Survey of Current Students
- Semi-annual Budget Reports
- Enrollment Report
- Advisory Committee Survey
- Three-year Budget Projection
- Administrative Verifications

PROGRAM DATA

Course Syllabi
Program Learning Outcomes
College Enrollment Data
Student Organization Service Projects
Statewide Curriculum Alignment Process
KBOR Concurrent Enrollment Guidelines
Learning Resources
Manufacturing Skills Certificate
Program Accreditations
- Auto Collision Repair (NATEF)
- Dental (CODA)
Internship Agreements
Clinical Placement Agreements
Departmental Handbooks
- Diesel
- Dental
- Electrical
**Surveys**
- FY10 Survey of Current Students (see Monitoring Reports)
- FY11 Survey of Current Students (see Monitoring Reports)
- FY10 Faculty and Staff Survey (see Monitoring Reports)
- FY10 Faculty and Staff Benchmark Survey
- FY11 Faculty and Staff Survey (see Monitoring Reports)
- FY09 Graduate and Job Placement Survey
- FY10 Graduate and Job Placement Survey
- Employer Follow Up Survey Template

**Assessment**
- Assessment Plan (General Education Assessment Plans)
- Assessment of Student Learning webpage
- NOCTI Three-Year Trends
- Differential Aptitude Test Pilot Study
- Competency Profiles

**COMMUNITY/STAFF INVOLVEMENT**

Community Surveys: Medical Assistant, Plumbing, Electrical
- Assessment Committee
  - Guidelines
  - Minutes
- President’s Cabinet Minutes (President’s Cabinet Advisory Council)
- Cabinet Advisory Council Minutes
- Academic Affairs Committee
  - Guidelines
  - Minutes
- Facilities Committee
- SHRMA Diversity Award
- Staff Development Activities
- Mission Statement input by Board of Trustees, faculty, staff, students, employees, community members
- Program Advisory Committee Minutes
- Professional Development Committee

**FINANCIAL INFORMATION**

- FY09 A-133 Financial Aid Audit
- 6-Year Revenue Expense Report
- FY10 Budget
- FY11 Budget (see Monitoring Reports)
- Three-year plan worksheet (Equipment Technology Plan)
- Feasibility Assessment Report 2008
- Department Budgets
- FY10 ARRA Funds
FY11 ARRA Funds  
Quarterly ARRA Funds Report  
Salina Tech Salary Schedule  
NexTech Annual Contract  
Tuition and Revenue  
Tuition and Fees of other Kansas Technical Colleges  
Tuition and Fees – Salina Tech (costs)

MISCELLANEOUS  
Memorandums of Understanding (Articulation Agreements)  
  Secondary  
  Post-Secondary  
Kansas State University-Salina Library Agreement  
FY09-FY11 Performance Agreements (Performance Agreement Plan) (KBOR Performance Agreement)  
Non-discrimination policy  
Harassment Policy  
Student Code of Conduct  
State Civil Rights Audit FY11  
Application for Admission  
Newspaper articles (Board of Trustees’ meetings)  
Recruiting Log  
Faculty and Staff Index webpage  
Accessibility Services  
Plagiarism laws on college website  
Copyright laws on college website  
Log of Student Complaints  
Third-Party Notifications  
Job Descriptions  
  President (See Board Policy Manual)  
  Vice President of Instruction  
  Vice President of Administrative Services  
  Vice President of Student Services
MATERIALS SET II

HANDBOOKS, POLICIES

Board Policy Manual
  Statement of Academic Freedom
  College President Job Description
Administrative Handbook
Faculty Handbook
Faculty Negotiated Agreement
  Annual Faculty Work Plan
Employee Handbook
  Annual Employee Performance Plan
FY11 Student Handbook

FINANCIAL INFORMATION

FY09 Financial Audit
FY10 Financial Audit/FY10 A-133 Financial Aid Audit

CATLOGS

Continuing Education Catalog
College Catalog
Semester Schedule Fall FY11
Semester Schedule Spring FY11
View Book
Program Information Sheets
College Calendar (see College Catalog)