

Board of Trustees Meeting

Monday, August 24, 2026 5:00 PM

President's Addition Room 257, 2221 Campus Drive, Concordia, KS 66901

1. **ITEM NO:** **1**
AGENDA ITEM: **Call to Order – 5:00 pm**
ITEM TYPE:
COMMENT:

2. **ITEM NO.** **2**
AGENDA ITEM: **Pledge of Allegiance**
ITEM TYPE:
COMMENT:

3. **ITEM NO.** **3**
AGENDA ITEM: **Adopt Agenda**
ITEM TYPE: **Decision**
COMMENT:

Parliamentary rules recommend the adoption of the Agenda.

RECOMMENDED ACTION:
Adopt the Agenda for the August 24, 2026 Board of Trustees meeting.

4. **ITEM NO.** **4**
AGENDA ITEM: **Guests' Comments**
ITEM TYPE:
COMMENT:

5. **ITEM NO:** **5**
AGENDA ITEM: **Introductions and Highlights**
ITEM TYPE:
COMMENT:

6. **ITEM NO:** **6**
AGENDA ITEM: **Consent Agenda**
ITEM TYPE: **Decision**
COMMENT:

A. Approval of Minutes of the July 27, 2026 meeting. The minutes of the regular meeting of July 27, 2026 are enclosed.

B. Treasurer's Report. The Treasurer's Report as of July 31, 2026 shows a balance of \$4,367,556.11 at Central National Bank.

C. Purchasing and Payment of Claims. The purchase orders are enclosed or are available from the Clerk of the Board.

- 1) The A List**
- 2) The B List**

D. Personnel

- 1) Assistant Men's Basketball Coach**

RECOMMENDED ACTION:

Approve the items included in the Consent Agenda as presented.

7. ITEM NO. 7
AGENDA ITEM: Reports
ITEM TYPE: Information
COMMENT:

- A. President's Message**
- B. Vice President for Academic Affairs**
- C. Vice President for Administrative Services**
- D. Vice President for Student Services**

8. ITEM NO: 8
AGENDA ITEM: Discussion Items
ITEM TYPE: Discussion
COMMENT:

9. **ITEM NO:** **9**
 AGENDA ITEM: **Action Items**
 ITEM TYPE: **Decision**
 COMMENT:

10. **ITEM NO:** **10**
 AGENDA ITEM: **Other**
 ITEM TYPE:
 COMMENT:

11. **ITEM NO:** **11**
 AGENDA ITEM: **Executive Session**
 ITEM TYPE: **Executive Session**
 COMMENT:

12. **ITEM NO:** **12**
 AGENDA ITEM: **Adjournment**
 ITEM TYPE:
 COMMENT:

Cloud County Community College
BOARD OF TRUSTEES
AGENDA for August 24, 2026

Meeting Place: Room 257 in the President's Addition

Time: 5:00 PM

- I. Call to Order
- II. Pledge of Allegiance
- III. Adopt the Agenda
- IV. Guest's Comments
- V. Introductions and Highlights
- VI. Consent Agenda
 - A. Approval of Minutes of the **July 27, 2026** Regular Board Meeting. The minutes of the regular meeting of **July 27, 2026** are enclosed.
 - B. Treasurer's Report
 - C. Purchasing and Payment of Claims
 - 1) The A List
 - 2) The B List
 - D. Personnel
 - 1) Assistant Men's Basketball Coach
- VII. Reports
 - A. President's Message – Amber Knoettgen
 - B. Vice President for Academic Affairs – Dr. Brandon Galm
 - C. Vice President for Administrative Services – Caesar Wood
 - D. Vice President for Student Services – Brandt Hutchinson
- VIII. Discussion Items
- IX. Action Items
- X. Other
- XI. Executive Session
- XII. Adjournment

Next Meeting: **September 28, 2026**

MISSION STATEMENT

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

Board of Trustees
Cloud County Community College

August 24, 2026

MISSION

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

**Cloud County Community College
Board of Trustees
August 24, 2026**

ITEM NO: **1**

AGENDA ITEM: Call to Order – 5:00 pm

ITEM TYPE:

COMMENT:

ITEM NO. **2**

AGENDA ITEM: Pledge of Allegiance

ITEM TYPE:

COMMENT:

ITEM NO. **3**

AGENDA ITEM: Adopt Agenda

ITEM TYPE: Decision

COMMENT:

Parliamentary rules recommend the adoption of the Agenda.

RECOMMENDED ACTION:

Adopt the Agenda for the **August 24, 2026** Board of Trustees meeting.

**Cloud County Community College
Board of Trustees
August 24, 2026**

ITEM NO. **4**

AGENDA ITEM: Guests' Comments

ITEM TYPE:

COMMENT:

ITEM NO: **5**

AGENDA ITEM: Introductions and Highlights

ITEM TYPE:

COMMENT:

**Cloud County Community College
Board of Trustees
August 24, 2026**

ITEM NO: **6**

AGENDA ITEM: Consent Agenda

ITEM TYPE: Decision

COMMENT:

- A. **Approval of Minutes of the July 27, 2026 meeting.** The minutes of the regular meeting of **July 27, 2026** are enclosed.

- B. **Treasurer's Report.** The Treasurer's Report as of **July 31, 2026** shows a balance of **\$4,367,556.11** at Central National Bank.

- C. **Purchasing and Payment of Claims.** The purchase orders are enclosed or are available from the Clerk of the Board.
 - 1) The A List
 - 2) The B List

- D. **Personnel**
 - 1) Assistant Men's Basketball Coach

RECOMMENDED ACTION:

Approve the items included in the Consent Agenda as presented.

**Cloud County Community College
Board of Trustees
August 24, 2026**

ITEM NO. **7**

AGENDA ITEM: Reports

ITEM TYPE: Information

COMMENT:

- A. **President's Message**
- B. **Vice President for Academic Affairs**
- C. **Vice President for Administrative Services**
- D. **Vice President for Student Services**

**Cloud County Community College
Board of Trustees
August 24, 2026**

ITEM NO: **8**
AGENDA ITEM: Discussion Items
ITEM TYPE: Discussion
COMMENT:

ITEM NO: **9**
AGENDA ITEM: Action Items
ITEM TYPE: Decision
COMMENT:

Board of Trustees
August 24, 2026

ITEM NO: **10**

AGENDA ITEM: Other

ITEM TYPE:

COMMENT:

ITEM NO: **11**

AGENDA ITEM: Executive Session

ITEM TYPE: Executive Session

COMMENT:

ITEM NO: **12**

AGENDA ITEM: Adjournment

ITEM TYPE:

COMMENT:

**Cloud County Community College
Board of Trustees
August 24, 2026**

(A) LIST

APPROVAL OF EXPENDITURES OR TRANSFERS OF COLLEGE FUNDS OVER \$25,000.

This list contains requests for approval of expenditures or transfers of College funds over \$25,000. For some of the items listed, checks will be released prior to the next Board meeting and approval of this list by the Board at this meeting will also authorize release of the checks. The other items, orders will be prepared and the payment of claims will be approved at the next Board meeting.

Vendor

Description

Amount

**Cloud County Community College
Board of Trustees
August 24, 2026**

(B) LIST

APPROVAL TO PAY CLAIMS

This list contains those check/claims that have had Board approval and/or met the requirements of State law and have been written.

RECOMMENDED ACTION: Approve the payment of these claims.

Cloud County Community College

BOARD OF TRUSTEES

July 27, 2026

Present: Amber Hanson, Richard Hubert, Will Metcalf, Kevin Muff, Kevin Pounds, Della Strait, Dr. Brandon Galm, Caesar Wood, Brandt Hutchinson, and Samantha Pounds – Board Clerk.

Others Present: Justin Ferrell – Attorney, Caleb Lausen – KNCK, Rachel Zohn, Jennifer Zabokrtsky, Matt Bechard, Stefanie Perret, Jessica LeDuc, Bree Arbogast, and Amanda Rosser.

Not Present: President Amber Knoettgen

- I. The meeting was called to order by Chair Amber Hanson at **5:00** pm in Room 257 of the President's Addition.
- II. **Pledge of Allegiance**
- III. **Adoption of the Agenda** – Della Strait moved and Will Metcalf seconded to adopt the agenda as presented. Motion passed.
- IV. **Guest Comments:** None
- V. **Introductions and Highlights:** None
- VI. **Consent Agenda** – Kevin Pounds moved and Kevin Muff seconded to approve the Consent Agenda which includes the minutes of the June 22, 2026 regular board meeting; minutes of the July 20, 2026 special board meeting; Treasurer's Report; Purchasing and Payment of Claims; Assistant Women's Basketball Coach – Cole Callaway; Policy AP10 – Hiring Practices; Policy C13 – Recruiting, Admissions, and Related Enrollment Practices; and Policy E13 – Freedom of Expression on Campus. Motion passed.

VII. Reports:

- A. President - Amber Knoettgen** – President Knoettgen was absent from this month's meeting but shared her monthly report with the Board prior to the meeting in BoardBook.
- B. Vice President for Academic Affairs - Dr. Brandon Galm**
- 1) The HLC Assurance Argument is getting closer to completion. Criterion 1 is completed. Criterion 2 has some minor edits to make based on consultant feedback. Criterion 3 is in review by the consultant and finalizing evidence collected. Criterion 4 is finalizing evidence collection and entering in the Canopy system. The lock date is August 24th, which is quickly approaching. Our new Nursing Program Specialist, Amanda Rosser, and new Student Services Specialist at GCC, Amy Whitaker, both introduced themselves. We are excited to have them join our team. Faculty return to contract on August 10th, which is the day Fall in-service is scheduled for everyone to attend.
 - 2) The new Student Services Specialist, Amy Whitaker, will be the point of contact at GCC for admissions and financial aid, while also supporting advising and retention as needed.
 - 3) All 2026 Nursing graduates have taken their NCLEX-RN and have passed on their first attempts giving the program a 100% first-time pass rate. This is an amazing milestone for not only the students but also speaks to the strength of our Nursing faculty. Congratulations to our students and faculty.
- C. Vice President for Administrative Services – Caesar Wood**
- 1) *Finance/Reports Updates* – As discussed at the budget study session, the county clerk has been notified of the intent to exceed the RNR rate by July 20th. The action item being brought tonight for approval is to set the RNR Hearing and Budget Hearing date and approve the publication of the RNR and Budget Hearing.
 - 2) *Children's Center* – The Child and Adult Care Food Program (CACFP) audit was completed and there were no significant findings reported that could affect the operations or outcome of the Child Nutrition Program. The Children's Center also recently received a \$30,000 grant to help offset operating expenses.
 - 3) *Information Technology* – The summer AY KBOR report is being worked on and data is being collected. The deadline for certifying data is September 4th. Currently working on the Lightcast Economic Impact survey that is due September 8th. This study is being completed by all 19 community colleges, similar to the 2022 economic impact study.

- 4) *Auxiliary Services* – The cafeteria is serving the volleyball team for pre-season meals currently and will be opening regular service on August 17th as classes being on August 19th.
- 5) *Human Resources* – The human resources staff has been filling open positions. The Director of Human Resources position will open this week, as the board has approved the new Director of Accounting Services, Rachel Zohn, who will work with the current director, Mary LaBarge, to train through the transition. Congratulations to Rachel.
- 6) *Facilities Updates* – The faculty offices and classroom renovations are completed. The security cameras and card access at Thunder Heights are also completed and ready for students to be back on campus.

D. Vice President for Student Services – Brandt Hutchinson

- 1) *Admissions* – Continued outreach to prospective students who have applied but not yet enrolled in classes using the J1 Web Communications Plus to encourage fall enrollment. Processed and issued I-20 documents for incoming international students, supporting their progress toward fall enrollment.
- 2) *Financial Aid* – JFA is officially ready for full-scale aid processing, including federal, institutional, and outside aid for all students, while automating communications. Fall 2026 awards will be available on student accounts by July 27th.
- 3) *Student Records* – New assistant registrar, Judy Boutz, has started. Summer graduates will be conferred this week once final summer grades are submitted.
- 4) *Advising/Dual Advising* – Kris Farmer has been working on the transition to Communications Plus by creating emails and texts, developing data sets, and completing training. Kris has also been preparing for high school orientations for Clifton-Clyde, Republic County, and Concordia. They are also working on upcoming school visits to Rock Hills and Riley County.
- 5) *Retention* – Zoe Merz has been coordinating Student Senate membership and training with Carleen Nordell.
- 6) *Dual Credit and Outreach* – Gina Aurand has been preparing to update high school coordinators and adjunct instructors. She has also been entering rosters for high school in-seat classes to ensure they are ready for August.
- 7) *Housing* – There are 247 housing applications completed and paid. Residence Assistants (RA's) begin training on August 4th that will include a partnership with Kansas Highway Patrol for a Kansas Active Shooter Mitigation training and with the Concordia Fire Department for fire extinguisher training.

- 8) *Foundation* – Planning fundraising initiatives, including employee giving campaign and donor engagement activities. Currently updating foundation processes, procedures, and operational documentation.
- 9) Lastly, a large group of employees and student workers painted over 200 hours to complete the Welcome Center and Student Union to give it upgrades over the summer. Thank you to everyone who chipped in to help as it was a huge update to these areas.

VIII. Discussion Items: None

IX. Action Items

A. Approve data for the 2026-2027 Budget Hearing and RNR Hearing and Authorize Publication of the Notice for the Public Hearing

Richard Hubert moved and Will Metcalf seconded to approve the date and authorize publication of the public notice for the 2026-2027 budget hearing to be held on September 8, 2026 at 5:00 p.m. in room 257 in the President's Addition at Cloud County Community College, Concordia Campus. Motion passed.

X. Other: None

XI. Executive Session

A. Confidential Information Pertaining to a Business or Vendor

Kevin Pounds moved and Kevin Muff seconded to recess into executive session for 15 minutes with the 6 Board members, Brandon Galm, Caesar Wood, Brandt Hutchinson, and Justin Ferrell to discuss confidential information and data pertaining to a certain business in order to protect the interests of the business being discussed, and that we return to open session at 5:37 pm. Motion passed. No action taken.

XII. Adjournment

Della Strait moved and Kevin Muff seconded to adjourn the meeting at 5:39 pm. Motion passed.

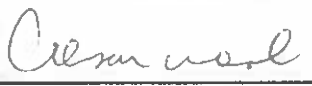
Samantha Pounds, Clerk of the Board
Cloud County Community College
Board of Trustees

**Board of Trustees
Cloud County Community College
Concordia, Kansas
July 2026**

General Fund

June 30, 2026	\$6,537,987.81
Receipts	\$202,044.38
Disbursements Paid and Returned	\$2,160,858.66
July 31, 2026	\$4,579,173.53
Outstanding Warrants	\$211,617.42
Balance on Hand Central National Bank	\$4,367,556.11

Respectfully Submitted:

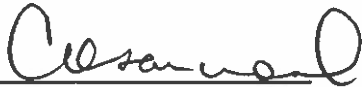
By: 
Caesar Wood, Treasurer

**Board of Trustees
Cloud County Community College
Concordia, Kansas
July 2025**

General Fund

June 30, 2025	\$5,774,544.05
Receipts	\$716,335.94
Disbursements Paid and Returned	\$2,155,075.53
July 31, 2025	\$4,335,804.46
Outstanding Warrants	\$258,967.36
Certificates of Deposit	\$1,500,000.00
Balance on Hand Central National Bank	\$5,576,837.10

Respectfully Submitted:

By: 

Caesar Wood, Treasurer

STATEMENT OF REVENUES AND EXPENSES

July 2026

July 2025

REVENUES

	Budget	Current	Variance	Current/Budget	Change from prior year	% change	Budget	Current	Variance	Current/Budget
Tuition	2,750,000.00	3,461.11	-2,746,538.89	0.00	2,416.50	231.33%	2,648,210.75	1,044.61	-2,647,166.14	0.00
Student Fees	389,500.00	-882.00	-390,382.00	0.00	-858.00	3575.00%	389,500.00	-24.00	-389,524.00	0.00
State Operating Grant	4,076,939.00	0.00	-4,076,939.00	0.00	0.00	#DIV/0!	3,896,772.00	0.00	-3,896,772.00	0.00
Ad Valorem Tax	3,545,709.00	0.00	-3,545,709.00	0.00	0.00	#DIV/0!	3,384,011.00	0.00	-3,384,011.00	0.00
NRP Funds	-25,852.00	0.00	25,852.00	0.00	0.00	#DIV/0!	-25,852.00	0.00	25,852.00	0.00
Vehicle Property Tax	287,442.40	0.00	-287,442.40	0.00	0.00	#DIV/0!	272,428.52	0.00	-272,428.52	0.00
Delinquent Tax	72,775.78	0.00	-72,775.78	0.00	0.00	#DIV/0!	70,701.95	0.00	-70,701.95	0.00
Tax-in-Process	139,725.00	0.00	-139,725.00	0.00	0.00	#DIV/0!	118,581.23	0.00	-118,581.23	0.00
Interest Income	330,000.00	13,377.52	-316,622.48	0.04	-97.57	-0.72%	350,000.00	13,475.09	-336,524.91	0.04
Other Revenue	325,000.00	408.87	-324,591.13	0.00	168.95	70.42%	325,000.00	239.92	-324,760.08	0.00
SB155	500,000.00	0.00	-500,000.00	0.00	0.00	0.00%	700,000.00	0.00	-700,000.00	0.00
Other State Aid	344,629.00	0.00	-344,629.00	0.00	0.00	#DIV/0!	532,902.00	0.00	0.00	0.00
Total Operating Revenues	12,735,868.18	16,365.50	-12,719,502.68	0.00	1,629.88	11.06%	12,662,255.45	14,735.62	-11,414,617.83	0.00
Auxiliary Enterprise Revenue	2,958,000.00	20,118.04	-2,937,881.96	0.01	-107,807.37	-84.27%	3,024,321.00	127,925.41	-2,896,395.59	0.04
Total Revenue	15,693,868.18	36,483.54	-15,657,384.64	0.00	-106,177.49	-74.43%	15,686,576.45	142,661.03	-15,543,915.42	0.01

EXPENSES

	Budget	Current	Variance	Current/Budget	Change from prior year	% change	Budget	Current	Variance	Current/Budget
General	3,487,161.04	91,947.17	-3,395,213.87	0.03	14,392.36	18.56%	3,546,571.49	77,554.81	-3,469,016.68	0.02
Instruction	570,352.00	42,173.64	-528,178.36	0.07	295.12	0.70%	715,928.81	41,878.52	-674,050.29	0.06
Academic Support	2,360,026.02	147,661.26	-2,212,364.76	0.06	-83,518.55	-36.13%	2,216,808.00	231,179.81	-1,985,628.19	0.10
Student Services	2,458,435.96	733,342.85	-1,725,093.11	0.30	59,203.06	8.78%	2,470,173.95	674,139.79	-1,796,034.16	0.27
Institutional Support	785,839.00	71,242.73	-714,596.27	0.09	14,483.08	25.52%	789,055.00	56,759.65	-732,295.35	0.07
Plant Operations	2,615,694.00	249,211.84	-2,366,482.16	0.10	-6,858.98	-2.68%	2,438,374.28	256,070.82	-2,182,303.46	0.11
Employee Benefits	10,000.00	156.03	-9,843.97	0.02	-1,572.97	0.00%	10,000.00	1,729.00	-8,271.00	0.17
Campus Enhancements	444,533.16	22,011.04	-422,522.12	0.05	-7,129.47	-24.47%	471,458.16	29,140.51	-442,317.65	0.06
Geary County Campus										
Total Operating Expenses	12,732,041.18	1,357,746.56	-11,374,294.62	0.11	-10,706.35	-0.78%	12,658,369.69	1,368,452.91	-11,289,916.78	0.11
Auxiliary Enterprise Expenses	2,509,488.29	68,347.03	-2,441,141.26	0.03	-84,426.04	-55.26%	2,565,046.00	152,773.07	-2,412,272.93	0.06
Total Expenditures	15,241,529.47	1,426,093.59	-13,815,435.88	0.09	-95,132.39	-6.25%	15,223,415.69	1,521,225.98	-13,702,189.71	0.10
Operating Surplus (Deficit)	3,827.00	-1,341,381.06					3,885.76	-1,353,717.29		
Fund Increase (Decrease)	452,338.71	-1,389,610.05					463,160.76	-1,378,564.95		
Beginning Fund Balance	3,072,189.06	3,072,189.06					3,557,278.44	3,557,278.44		
Ending Fund Balance	3,524,527.77	1,682,579.01					4,020,439.20	2,178,713.49		

**AUXILIARY FUNDS REPORT
July 2026**

July 2026 July 2025 June 2026

ACTIVITY FEE SCHOLARSHIP - FUND 81

Beginning Fund Balance	58,525.03	58,191.84	58,191.84
YTD Income	(825.00)	5,123.00	773,555.00
YTD Expenditures	<u>0.00</u>	<u>0.00</u>	<u>773,221.81</u>
Ending Fund Balance	57,700.03	63,314.84	58,525.03

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CHILDREN'S CENTER - FUND 82

Beginning Fund Balance	1,843.03	394.57	394.57
YTD Income	13,923.86	11,790.80	279,565.52
YTD Expenditures	<u>24,166.07</u>	<u>16,451.88</u>	<u>278,117.06</u>
Ending Fund Balance	(8,399.18)	(4,266.51)	1,843.03

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BOOKSTORE - FUND 83

Beginning Fund Balance	552,440.08	642,175.32	642,175.32
YTD Income	469.18	7,611.61	583,181.79
YTD Expenditures	<u>6,850.77</u>	<u>6,232.94</u>	<u>672,917.03</u>
	546,058.49	643,553.99	552,440.08

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CAMPUS HOUSING - FUND 85

	535,766.53	926,112.33	926,112.33
YTD Income	6,550.00	(600.00)	1,833,135.66
YTD Expenditures	<u>36,585.14</u>	<u>118,292.90</u>	<u>2,223,481.46</u>
Ending Fund Balance	505,731.39	807,219.43	535,766.53

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FOOD SERVICE - FUND 86

Beginning Fund Balance	237,293.57	247,300.40	247,300.40
YTD Income	0.00	20,000.00	52,659.48
YTD Expenditures	<u>745.05</u>	<u>5,006.25</u>	<u>62,666.31</u>
Ending Fund Balance	236,548.52	262,294.15	237,293.57

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CAMPUS PATROL - FUND 88

Beginning Fund Balance	2,539.35	8,951.97	8,951.97
YTD Income	0.00	84,000.00	84,355.00
YTD Expenditures	<u>0.00</u>	<u>6,789.10</u>	<u>90,767.62</u>
Ending Fund Balance	2,539.35	86,162.87	2,539.35

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LAUNDRY FACILITY - FUND 89

Beginning Fund Balance	79,283.08	72,202.95	72,202.95
YTD Income	0.00	0.00	7,080.13
YTD Expenditures	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>
Ending Fund Balance	79,283.08	72,202.95	79,283.08

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TOTAL AUXILIARY FUNDS

Beginning Fund Balance	1,467,690.67	1,955,329.38	1,955,329.38
YTD Income	20,118.04	127,925.41	3,613,532.58
YTD Expenditures	<u>68,347.03</u>	<u>152,773.07</u>	<u>4,101,171.29</u>
Ending Fund Balance	1,419,461.68	1,930,481.72	1,467,690.67

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Other Unrestricted Funds:

July 2026July 2025June 2026**CE NON CREDIT - FUND 13**

Beginning Fund Balance	173,680.51	165,874.01	165,874.01
YTD Income	520.00	80.00	17,369.00
YTD Expenditures	<u>0.00</u>	<u>0.00</u>	<u>9,562.50</u>
Ending Fund Balance	174,200.51	165,954.01	173,680.51

CONTINGENCY FUND - FUND 50

Beginning Fund Balance	0.00	50,000.00	50,000.00
YTD Income	0.00	0.00	0.00
YTD Expenditures	<u>0.00</u>	<u>0.00</u>	<u>50,000.00</u>
Ending Fund Balance	0.00	50,000.00	0.00

BOARD OF TRUSTEES FUND - FUND 51

Beginning Fund Balance	0.00	128,723.78	128,723.78
YTD Income	0.00	0.00	122,379.86
YTD Expenditures	<u>0.00</u>	<u>0.00</u>	<u>251,103.64</u>
Ending Fund Balance	0.00	128,723.78	0.00

HEALTH INSURANCE FUND - FUND 52

Beginning Fund Balance	122,630.36	122,630.36	122,630.36
YTD Income	0.00	0.00	0.00
YTD Expenditures	0.00	0.00	0.00
Ending Fund Balance	122,630.36	122,630.36	122,630.36

INSURANCE DEDUCTIBLE FUND - FUND 53

Beginning Fund Balance	20,520.02	20,520.02	20,520.02
YTD Income	0.00	0.00	0.00
YTD Expenditures	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>
Ending Fund Balance	20,520.02	20,520.02	20,520.02

TURBINE REPAIR FUND - FUND 60

Beginning Fund Balance	9,024.88	1,108.88	1,108.88
YTD Income	0.00	25,000.00	25,000.00
YTD Expenditures	<u>0.00</u>	<u>0.00</u>	<u>17,084.00</u>
Ending Fund Balance	9,024.88	26,108.88	9,024.88

CAPITAL OUTLAY - FUND 61

Beginning Fund Balance	1,465,214.21	1,143,813.52	1,143,813.52
YTD Income	0.00	431,146.00	1,033,732.48
YTD Expenditures	<u>30,804.11</u>	<u>0.00</u>	<u>712,331.79</u>
Ending Fund Balance	1,434,410.10	1,574,959.52	1,465,214.21

REVENUE BOND FUND - FUND 62

Beginning Fund Balance	386,582.24	388,626.00	388,626.00
YTD Income	0.00	0.00	316,215.00
YTD Expenditures	<u>0.00</u>	<u>0.00</u>	<u>318,258.76</u>
Ending Fund Balance	386,582.24	388,626.00	386,582.24

BUILDING DEVELOPMENT - FUND 63

Beginning Fund Balance	76,136.81	4,307.10	4,307.10
YTD Income	(132.00)	(24.00)	108,686.84
YTD Expenditures	<u>1,050.00</u>	<u>1,050.00</u>	<u>36,857.13</u>
Ending Fund Balance	74,954.81	3,233.10	76,136.81

GEARY BUILDING FEE- FUND 65

Beginning Fund Balance	5,552.50	3,115.00	3,115.00
YTD Income	0.00	(30.00)	21,200.00
YTD Expenditures	<u>0.00</u>	<u>0.00</u>	<u>18,762.50</u>
Ending Fund Balance	5,552.50	3,085.00	5,552.50

ACTIVITY ACCOUNTS - FUND 73

Beginning Fund Balance	796,985.73	1,109,689.49	1,109,689.49
YTD Income	103,649.67	164,516.03	2,988,042.71
YTD Expenditures	<u>392,325.32</u>	<u>455,335.13</u>	<u>3,300,746.47</u>
Ending Fund Balance	508,310.08	818,870.39	796,985.73

July 2026

11	General Fund Cash	112,174.15
12	Vocational Fund Cash	-63,511.46
13	CE Non Credit	174,200.51
15	Employee Benefits	0.00
20	**Direct Loan	0.00
21	Federal Work Study	0.00
22	**Federal SEOG	0.00
23	ABE Grant	-6,025.27
24	**Federal Pell Grant	2,094.35
25	US Department of Labor Grant	0.00
26	Technology Grant	0.00
27	HEERF Funds-CARES Act	0.00
28	KS Promise Scholarship	-1,527.92
29	KDOT Grant	0.00
30	KBOR-Food Pantry	0.00
31	JLIST Grant	0.00
32	KBOR-Nursing Grant	0.00
33	SPARK Funds-Cloud and Geary Co	0.00
34	Trio SSS	-15,360.97
35	Program Improvement	273.00
36	Internship Grant	625.00
37	WIOA Grant	0.00
50	Contingency Fund	0.00
51	Board of Trustees Fund	0.00
52	Health Insurance Fund	122,630.36
53	Insurance Deductible Fund	20,520.02
60	Turbine Repair Fund	9,024.88
61	Capital Outlay	1,633,008.11
62	Revenue Bond Fund	386,582.24
63	Building Fund	83,163.49
65	Geary Co. Facility Use Fee	5,552.50
66	Inactive Fund	0.00
73	Activity Accounts	486,765.80
81	Activity Fee Scholarship	57,700.03
82	Children's Center	-8,399.18
83	Bookstore	546,058.48
84	Inactive Fund	0.00
85	Campus Housing	505,731.39
86	Food Service	236,548.52
87	Inactive Fund	0.00
88	Campus Patrol	2,539.35
89	Laundry Facility	79,283.08

Total - General Fund Checking Account	4,367,556.11
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** Denotes separate checking account

Check Num	Check Date	Name	Amount	Description	Acct Number	Void
153368						
	7/23/2026	Aflac	\$38.74	Payroll Deduction	01 11 0000 202	
	7/23/2026	Aflac	\$12.87		01 11 0000 202	
	7/23/2026	Aflac	\$62.92		01 11 0000 202	
	7/23/2026	Aflac	\$27.40		01 11 0000 202	
	7/23/2026	Aflac	\$35.88		01 11 0000 202	
	7/23/2026	Aflac	\$25.09		01 11 0000 202	
	7/23/2026	Aflac	\$56.16		01 11 0000 202	
	7/23/2026	Aflac	\$47.84		01 11 0000 202	
	7/23/2026	Aflac	\$30.55		01 11 0000 202	
	7/23/2026	Aflac	\$35.88		01 11 0000 202	
	7/23/2026	Aflac	\$60.45		01 11 0000 202	
	7/23/2026	Aflac	\$56.16		01 11 0000 202	
	7/23/2026	Aflac	\$27.04		01 11 0000 202	
	7/23/2026	Aflac	\$17.16		01 11 0000 202	
	7/23/2026	Aflac	\$25.09		01 11 0000 202	
	7/23/2026	Aflac	\$31.20		01 11 0000 202	
	7/23/2026	Aflac	\$12.87		01 11 0000 202	
	7/23/2026	Aflac	\$11.31		01 11 0000 202	
	7/23/2026	Aflac	\$84.24		01 11 0000 202	
	7/23/2026	Aflac	\$37.90		01 11 0000 202	
	7/23/2026	Aflac	\$69.68		01 11 0000 202	
	7/23/2026	Aflac	\$69.68		01 11 0000 202	
	7/23/2026	Aflac	\$72.93		01 11 0000 202	
	7/23/2026	Aflac	\$40.69		01 11 0000 202	
	7/23/2026	Aflac	\$54.00		01 11 0000 202	
	7/23/2026	Aflac	\$84.89		01 11 0000 202	
	7/23/2026	Aflac	\$27.04		01 11 0000 202	
	7/23/2026	Aflac	\$52.00		01 11 0000 202	
	7/23/2026	Aflac	\$39.13		01 11 0000 202	
	7/23/2026	Aflac	\$6.65		01 11 0000 202	
	7/23/2026	Aflac	\$30.60		01 11 0000 202	
	7/23/2026	Aflac	\$26.25		01 11 0000 202	
	7/23/2026	Aflac	\$34.58		01 11 0000 202	

Check Num	Check Date	Name	Amount	Description	Acct Number	Void
153368						
	7/23/2026	Aflac	\$72.80	Payroll Deduction	01 11 0000 202	
	7/23/2026	Aflac	\$34.58		01 11 0000 202	
	7/23/2026	Aflac	\$20.02		01 11 0000 202	
	7/23/2026	Aflac	\$27.30		01 11 0000 202	
	7/23/2026	Aflac	\$43.68		01 11 0000 202	
	7/23/2026	Aflac	\$36.40		01 11 0000 202	
	7/23/2026	Aflac	\$15.21		01 11 0000 202	
	7/23/2026	Aflac	\$10.14		01 11 0000 202	
	7/23/2026	Aflac	\$51.74		01 11 0000 202	
	7/23/2026	Aflac	\$5.50		01 11 0000 202	
Check Total:			\$1,662.24			
153369						
	7/23/2026	CCCC Foundation	\$22.92	Payroll Deduction	01 11 0000 202	
	7/23/2026	CCCC Foundation	\$8.33		01 11 0000 202	
	7/23/2026	CCCC Foundation	\$8.33		01 11 0000 202	
	7/23/2026	CCCC Foundation	\$20.83		01 11 0000 202	
	7/23/2026	CCCC Foundation	\$8.33		01 11 0000 202	
	7/23/2026	CCCC Foundation	\$8.33		01 11 0000 202	
	7/23/2026	CCCC Foundation	\$8.33		01 11 0000 202	
	7/23/2026	CCCC Foundation	\$10.42		01 11 0000 202	
	7/23/2026	CCCC Foundation	\$8.33		01 11 0000 202	
	7/23/2026	CCCC Foundation	\$14.40		01 11 0000 202	
	7/23/2026	CCCC Foundation	\$8.33		01 11 0000 202	
	7/23/2026	CCCC Foundation	\$8.33		01 11 0000 202	
	7/23/2026	CCCC Foundation	\$13.33		01 11 0000 202	
	7/23/2026	CCCC Foundation	\$8.33		01 11 0000 202	
	7/23/2026	CCCC Foundation	\$29.16		01 11 0000 202	
	7/23/2026	CCCC Foundation	\$16.00		01 11 0000 202	
	7/23/2026	CCCC Foundation	\$24.88		01 11 0000 202	
	7/23/2026	CCCC Foundation	\$22.91		01 11 0000 202	
	7/23/2026	CCCC Foundation	\$8.34		01 11 0000 202	
	7/23/2026	CCCC Foundation	\$41.67		01 11 0000 202	
	7/23/2026	CCCC Foundation	\$8.33		01 11 0000 202	
	7/23/2026	CCCC Foundation	\$8.33		01 11 0000 202	

Check Num	Check Date	Name	Amount	Description	Acct Number	Void
153369						
	7/23/2026	CCCC Foundation	\$8.33	Payroll Deduction	01 11 0000 202	
	7/23/2026	CCCC Foundation	\$8.33		01 11 0000 202	
	7/23/2026	CCCC Foundation	\$8.33		01 11 0000 202	
	7/23/2026	CCCC Foundation	\$8.33		01 11 0000 202	
	7/23/2026	CCCC Foundation	\$8.33		01 11 0000 202	
	7/23/2026	CCCC Foundation	\$12.00		01 11 0000 202	
	7/23/2026	CCCC Foundation	\$79.20		01 11 0000 202	
	7/23/2026	CCCC Foundation	\$41.66		01 11 0000 202	
	7/23/2026	CCCC Foundation	\$8.33		01 11 0000 202	
	7/23/2026	CCCC Foundation	\$8.34		01 11 0000 202	
	7/23/2026	CCCC Foundation	\$12.00		01 11 0000 202	
	7/23/2026	CCCC Foundation	\$8.33		01 11 0000 202	
	7/23/2026	CCCC Foundation	\$25.00		01 11 0000 202	
	7/23/2026	CCCC Foundation	\$14.73		01 11 0000 202	
	7/23/2026	CCCC Foundation	\$37.52		01 11 0000 202	
	7/23/2026	CCCC Foundation	\$8.33		01 11 0000 202	
	7/23/2026	CCCC Foundation	\$25.00		01 11 0000 202	
	7/23/2026	CCCC Foundation	\$29.92		01 11 0000 202	
	7/23/2026	CCCC Foundation	\$30.84		01 11 0000 202	
	7/23/2026	CCCC Foundation	\$83.33		01 11 0000 202	
	7/23/2026	CCCC Foundation	\$62.50		01 11 0000 202	
	7/23/2026	CCCC Foundation	\$3.67		01 11 0000 202	
	7/23/2026	CCCC Foundation	\$6.07		01 11 0000 202	
	7/23/2026	CCCC Foundation	\$3.67		01 11 0000 202	
	7/23/2026	CCCC Foundation	\$8.33		01 11 0000 202	
	7/23/2026	CCCC Foundation	\$20.83		01 11 0000 202	
	7/23/2026	CCCC Foundation	\$41.66		01 11 0000 202	
	7/23/2026	CCCC Foundation	\$32.92		01 11 0000 202	
	7/23/2026	CCCC Foundation	\$20.83		01 11 0000 202	
	7/23/2026	CCCC Foundation	\$41.66		01 11 0000 202	
	7/23/2026	CCCC Foundation	\$20.84		01 11 0000 202	
	7/23/2026	CCCC Foundation	\$8.33		01 11 0000 202	
	7/23/2026	CCCC Foundation	\$8.34		01 11 0000 202	

Check Num	Check Date	Name	Amount	Description	Acct Number	Void
153369						
	7/23/2026	CCCC Foundation	\$20.83	Payroll Deduction	01 11 0000 202	
	7/23/2026	CCCC Foundation	\$16.66		01 11 0000 202	
	7/23/2026	CCCC Foundation	\$3.67		01 11 0000 202	
	7/23/2026	CCCC Foundation	\$50.83		01 11 0000 202	
	7/23/2026	CCCC Foundation	\$3.67		01 11 0000 202	
	7/23/2026	CCCC Foundation	\$3.67		01 11 0000 202	
	7/23/2026	CCCC Foundation	\$8.33		01 11 0000 202	
	7/23/2026	CCCC Foundation	\$3.67		01 11 0000 202	
	7/23/2026	CCCC Foundation	\$20.84		01 11 0000 202	
	7/23/2026	CCCC Foundation	\$408.33		01 11 0000 202	
	7/23/2026	CCCC Foundation	\$4.16		01 11 0000 202	
	7/23/2026	CCCC Foundation	\$40.00		01 11 0000 202	
	7/23/2026	CCCC Foundation	\$3.67		01 11 0000 202	
	7/23/2026	CCCC Foundation	\$8.33		01 11 0000 202	
	7/23/2026	CCCC Foundation	\$16.67		01 11 0000 202	
	7/23/2026	CCCC Foundation	\$22.50		01 11 0000 202	
	7/23/2026	CCCC Foundation	\$16.67		01 11 0000 202	
	7/23/2026	CCCC Foundation	\$4.16		01 11 0000 202	
	7/23/2026	CCCC Foundation	\$8.33		01 11 0000 202	
	7/23/2026	CCCC Foundation	\$16.67		01 11 0000 202	
	7/23/2026	CCCC Foundation	\$8.33		01 11 0000 202	
	7/23/2026	CCCC Foundation	\$8.33		01 11 0000 202	
	7/23/2026	CCCC Foundation	\$8.33		01 11 0000 202	
Check Total:			\$1,768.97			
153370						
	7/23/2026	Fiduciary Trust Company of New Ham	\$300.00	Payroll Deduction	01 11 0000 202	
Check Total:			\$300.00			
153371						
	7/23/2026	Kansas Payment Center	\$200.00	Payroll Deduction	01 11 0000 202	
	7/23/2026	Kansas Payment Center	\$150.00		01 11 0000 202	
Check Total:			\$350.00			
153372						
	7/23/2026	KNEA	\$54.17	Payroll Deduction	01 11 0000 202	
Check Total:			\$54.17			

Check Num	Check Date	Name	Amount	Description	Acct Number	Void
153373						
	7/23/2026	WEX Health, Inc	\$625.00	Payroll Deduction	01 11 0000 202	
	7/23/2026	WEX Health, Inc	\$20.00		01 11 0000 202	
	7/23/2026	WEX Health, Inc	\$5.00		01 11 0000 202	
	7/23/2026	WEX Health, Inc	\$83.34		01 11 0000 202	
	7/23/2026	WEX Health, Inc	\$150.00		01 11 0000 202	
	7/23/2026	WEX Health, Inc	\$50.00		01 11 0000 202	
	7/23/2026	WEX Health, Inc	\$50.00		01 11 0000 202	
	7/23/2026	WEX Health, Inc	\$50.00		01 11 0000 202	
	7/23/2026	WEX Health, Inc	\$41.67		01 11 0000 202	
	7/23/2026	WEX Health, Inc	\$30.00		01 11 0000 202	
	7/23/2026	WEX Health, Inc	\$250.00		01 11 0000 202	
	7/23/2026	WEX Health, Inc	\$84.00		01 11 0000 202	
	7/23/2026	WEX Health, Inc	\$125.00		01 11 0000 202	
	7/23/2026	WEX Health, Inc	\$50.00		01 11 0000 202	
	7/23/2026	WEX Health, Inc	\$175.00		01 11 0000 202	
	7/23/2026	WEX Health, Inc	\$120.00		01 11 0000 202	
	7/23/2026	WEX Health, Inc	\$25.00		01 11 0000 202	
	7/23/2026	WEX Health, Inc	\$25.00		01 11 0000 202	
	7/23/2026	WEX Health, Inc	\$25.00		01 11 0000 202	
	7/23/2026	WEX Health, Inc	\$10.00		01 11 0000 202	
	7/23/2026	WEX Health, Inc	\$10.00		01 11 0000 202	
	7/23/2026	WEX Health, Inc	\$25.00		01 11 0000 202	
	7/23/2026	WEX Health, Inc	\$70.06		01 11 0000 202	
	7/23/2026	WEX Health, Inc	\$11.11		01 11 0000 202	
	7/23/2026	WEX Health, Inc	\$12.50		01 11 0000 202	
		Check Total:	\$2,122.68			
153374						
	7/23/2026	Blade Empire Publishing Co., Inc.	\$90.00	Help Wanted Ad-Asst. Women's Basketball	01 11 0000 205	
		Check Total:	\$90.00			
153375						
	7/23/2026	Concordia Town and Country	\$71.47	Garden Hose Sprinkler 47300	01 11 7300 651	
	7/23/2026	Concordia Town and Country	\$150.93	Tech Facility Fertilizer	01 11 7300 651	
		Check Total:	\$222.40			

Check Num	Check Date	Name	Amount	Description	Acct Number	Void
153376	7/23/2026	Gradbling LLC	\$3,337.05	Caps, Gowns, Tassels, Cords	01 73 7319 799	
Check Total:			\$3,337.05			
153377	7/23/2026	Hood Htg., Air, Plg. Electricinc.	\$156.25	labor for Cafe A/C Repairs 121118	01 11 7100 650	
Check Total:			\$156.25			
153378	7/23/2026	Jamy M. Hurren	\$2,875.00	JMH - Thunder Heights Cleaning	01 85 9100 531	
Check Total:			\$2,875.00			
153379	7/23/2026	KACCT	\$9,410.50	KACCT Dues 26-27	01 11 6102 681	
Check Total:			\$9,410.50			
153380	7/23/2026	Midwest Laser Leveling LLC	\$23,600.00	Softball Field Work	01 61 6100 852	
Check Total:			\$23,600.00			
153381	7/23/2026	T-Mobile USA	\$79.87	Security Cell Phone CON/GCC	01 11 6501 631	
Check Total:			\$79.87			
153382	7/23/2026	Verified First LLC	\$5.00	Background Check for New Employees	01 11 0000 205	
	7/23/2026	Verified First LLC	\$59.89	Background Check for New Employees	01 11 0000 205	
Check Total:			\$64.89			
153383	7/27/2026	Altius Awards and Apparel	\$795.00	Kid's College Shirts	01 73 7317 799	
	7/27/2026	Altius Awards and Apparel	\$432.00	Thor Day T- Shirts	01 73 7317 799	
Check Total:			\$1,227.00			
153384	7/27/2026	Amazon Capital Services, Inc.	\$434.01	Tiers File folder hold for instructor's	01 11 6501 702	
	7/27/2026	Amazon Capital Services, Inc.	\$335.54	Blower Fans & Mold Control Spray	01 85 9100 652	
	7/27/2026	Amazon Capital Services, Inc.	\$428.04	Cabinets to storage Board Games	01 11 5706 710	
	7/27/2026	Amazon Capital Services, Inc.	\$367.74	Desk and Cabinet for Housing Office	01 85 9100 852	
	7/27/2026	Amazon Capital Services, Inc.	\$1,149.18	Kid's College Supplies	01 73 7317 799	
	7/27/2026	Amazon Capital Services, Inc.	\$204.99	TV Cabinet for Game Room	01 11 5706 710	
Check Total:			\$2,919.50			

Check Num	Check Date	Name	Amount	Description	Acct Number	Void
153385	7/27/2026	Big Nerd Software LLC	\$240.00	ScreenPal Renewal	01 11 4200 799	
		Check Total:	\$240.00			
153386	7/27/2026	Bumper to Bumper of Concordia	\$34.37	Buffering Pads Fuel Treatment	01 11 7300 651	
		Check Total:	\$34.37			
153387	7/27/2026	Chronicle of High Education	\$2,120.00	database subscription renewal	01 11 4101 682	
		Check Total:	\$2,120.00			
153388	7/27/2026	Concordia Town and Country	\$125.58	Faucet Connectors #47542	01 11 7100 650	
	7/27/2026	Concordia Town and Country	\$5.98	Office 360 A&B spare keys	01 11 7100 650	
		Check Total:	\$131.56			
153389	7/27/2026	Instructure, Inc.	\$22,669.28	Canvas 26-27 payment	01 73 0000 205	
		Check Total:	\$22,669.28			
153390	7/27/2026	KACCT	\$10,679.47	EMSI/Lightcast economic impact study	01 11 6107 614	
		Check Total:	\$10,679.47			
153391	7/27/2026	Kim Thompson - KT Billiard Service	\$975.00	Fix Pool tables and recover them.	01 11 5706 710	
		Check Total:	\$975.00			
153392	7/27/2026	Krier Mower and Electric	\$72.93	Edge Blades	01 11 7300 651	
		Check Total:	\$72.93			
153393	7/27/2026	Kryterion, Inc.	\$234.00	AH: June 26 Delivery Fees JC	01 73 0000 205	
	7/27/2026	Kryterion, Inc.	\$1,026.00	AH: May 26 Test Delivery Fees JC	01 73 0000 205	
		Check Total:	\$1,260.00			
153394	7/27/2026	NJCAA	\$1,527.00	NJCAA Coaches Association	01 11 5501 681	
		Check Total:	\$1,527.00			
153395	7/27/2026	OCLC, Inc.	\$613.20	Worldshare ILL Services	01 11 4101 682	
		Check Total:	\$613.20			

Check Num	Check Date	Name	Amount	Description	Acct Number	Void
153396	7/27/2026	Pitney Bowes, Inc.	\$395.40	Settlement contract for potage meter	01 11 8315 852	
Check Total:			\$395.40			
153397	7/27/2026	Print 5 - Blade Empire	\$23.00	Reprint Ferris business cards	01 11 0000 205	
Check Total:			\$23.00			
153398	7/27/2026	Scenario Learning LLC	\$13,791.70	Online Training Modules	01 73 7303 799	
Check Total:			\$13,791.70			
153399	7/27/2026	TreviPay-Walmart	\$29.88	Flash Drives -2pack	01 73 7307 799	
Check Total:			\$29.88			
153400	7/27/2026	U.S. Postal Service	\$234.33	Business Reply Mail Account	01 11 6501 611	
	7/27/2026	U.S. Postal Service	\$192.33	Postage for Bulk mailing	01 11 6501 611	
Check Total:			\$426.66			
153401	7/27/2026	UniFirst Corporation	\$76.15	Mats, Mops & Towels	01 11 0000 205	
Check Total:			\$76.15			
153402	7/27/2026	World Trade Press	\$500.00	AtoZ Maps database renewal	01 11 4101 682	
Check Total:			\$500.00			
153403	7/29/2026	Amazon Capital Services, Inc.	\$408.32	"Welcome Home" Baskets	01 85 9100 617	
Check Total:			\$408.32			
153404	7/29/2026	Dell Marketing L.P.	\$6,911.92	Equipment Computers	01 73 0000 205	
Check Total:			\$6,911.92			
153405	7/29/2026	Dennis Brett Erkenbrack	\$61.03	WBB recruiting meals P. Smith 7/14/26	01 11 5511 750	
Check Total:			\$61.03			
153406	7/29/2026	F & A Food Sales Inc.	\$49.67	Cup Trays for Kid's College	01 73 7317 799	
	7/29/2026	F & A Food Sales Inc.	\$134.87	Popcorn , Oil, & Seasoning for Game Room	01 11 5706 711	
Check Total:			\$184.54			

Check Num	Check Date	Name	Amount	Description	Acct Number	Void
153407	7/29/2026	Kurt's Auto Repair	\$63.29	Yard Truck Services	01 11 6502 647	
		Check Total:	\$63.29			
153408	7/29/2026	MHC Kenworth - Salina	\$5,180.99	Repairs on Semi	01 11 0000 205	
		Check Total:	\$5,180.99			
153409	7/29/2026	Midwest Oasis LLC	\$100.00	Midwest Oasis Coffee Truck --- Deposit	01 85 9100 617	
		Check Total:	\$100.00			
153410	7/29/2026	NJCAA	\$5,400.00	NJCAA Membership Renewal	01 11 5501 681	
		Check Total:	\$5,400.00			
153411	7/29/2026	Secure Shred of N.C.K.	\$240.00	Secure Shred for Concordia Campus	01 11 6200 679	
		Check Total:	\$240.00			
153412	7/29/2026	Superior Vision Services, Inc.	\$1,518.60	Superior Vision - August 2026	01 11 0000 209	
		Check Total:	\$1,518.60			
153413	7/29/2026	Thiede, Chance	\$2,231.00	Window Cleaning	01 11 7100 650	
		Check Total:	\$2,231.00			
153414	7/29/2026	TreviPay-Walmart	\$59.20	President's Office Sodas and Snacks	01 11 6102 799	
		Check Total:	\$59.20			
153415	7/29/2026	Valor FORD Inc	\$1,293.46	Ford Focus Geary Co	01 11 6502 647	
	7/29/2026	Valor FORD Inc	\$899.31	Maintenance Repairs on Van 21 Geary Co	01 11 6502 647	
		Check Total:	\$2,192.77			
153416	8/3/2026	4 Kids Properties, LLC.	\$1,050.00	Wrestling Facility - August	01 63 6300 664	
		Check Total:	\$1,050.00			
153417	8/3/2026	Maria Clarviel Aikins	\$50.00	Monthly Cell Phone Stipend-August	01 11 6501 631	
		Check Total:	\$50.00			

Check Num	Check Date	Name	Amount	Description	Acct Number	Void
153418	8/3/2026	Brianne R Arbogast	\$50.00	Monthly Cell Phone Stipend	01 11 6501 631	
Check Total:			\$50.00			
153419	8/3/2026	Brad Allen Avery	\$50.00	Monthly Cell Phone Stipend-August	01 11 6501 631	
Check Total:			\$50.00			
153420	8/3/2026	Matthew William Bechard	\$50.00	Monthly Cell Phone Stipend-August	01 11 6501 631	
Check Total:			\$50.00			
153421	8/3/2026	Kenton R Bogart	\$50.00	Monthly Cell Phone Stipend-August	01 11 6501 631	
Check Total:			\$50.00			
153422	8/3/2026	Bomgaars Supply, Inc	\$268.13	Feed pans	01 12 1102 719	
	8/3/2026	Bomgaars Supply, Inc	\$643.06	Grain	01 12 1102 719	
	8/3/2026	Bomgaars Supply, Inc	\$79.25	Roundup for farm	01 12 1102 719	
Check Total:			\$990.44			
153423	8/3/2026	Rylan Robert Cheney	\$233.20	PD Request-R. Cheney - Reimburse Flight	01 11 0000 205	
Check Total:			\$233.20			
153424	8/3/2026	Concordia Town and Country	\$319.16	Bale feeder	01 12 1102 852	
Check Total:			\$319.16			
153425	8/3/2026	Dennis Brett Erkenbrack	\$50.00	Monthly Cell Phone Stipend-August	01 11 6501 631	
Check Total:			\$50.00			
153426	8/3/2026	Zachery Tyler Ferris	\$50.00	Monthly Cell Phone Stipend-August	01 11 6501 631	
Check Total:			\$50.00			
153427	8/3/2026	Brandon Jonathan Galm	\$50.00	Monthly Cell Phone Stipend-August	01 11 6501 631	
Check Total:			\$50.00			
153428	8/3/2026	Geary County Clerk	\$3,995.59	Annual Rent Geary Co Divided Monthly	01 11 8317 664	
Check Total:			\$3,995.59			

Check Num	Check Date	Name	Amount	Description	Acct Number	Void
153429	8/3/2026	Eric C Gilliland	\$50.00	Monthly Cell Phone Stipend-August	01 11 6501 631	
Check Total:			\$50.00			
153430	8/3/2026	Daniel S Hill	\$50.00	Monthly Cell Phone Stipend-August	01 11 6501 631	
Check Total:			\$50.00			
153431	8/3/2026	Christopher Neal Hubert	\$50.00	Monthly Cell Phone Stipend-August	01 11 6501 631	
Check Total:			\$50.00			
153432	8/3/2026	Brandt A Hutchinson	\$50.00	Monthly Cell Phone Stipend-August	01 11 6501 631	
Check Total:			\$50.00			
153433	8/3/2026	Amber D Knoettgen	\$100.00	Monthly Cell Phone Stipend-August	01 11 6501 631	
Check Total:			\$100.00			
153434	8/3/2026	Jessica Ann LeDuc	\$50.00	Monthly Cell Phone Stipend-August	01 11 6501 631	
	8/3/2026	Jessica Ann LeDuc	\$80.27	PhotoRoom subscription renewal	01 11 6107 852	
Check Total:			\$130.27			
153435	8/3/2026	Justin Wade LeDuc	\$50.00	Monthly Cell Phone Stipend-August	01 11 6501 631	
Check Total:			\$50.00			
153436	8/3/2026	Drew Edward Mahin	\$50.00	Monthly Cell Phone Stipend-August	01 11 6501 631	
	8/3/2026	Drew Edward Mahin	\$501.23	Professional Development Flight Reimburs	01 11 0000 205	
Check Total:			\$551.23			
153437	8/3/2026	William J McGuire	\$210.00	Alfalfa hay for broodmares	01 12 1102 719	
Check Total:			\$210.00			
153438	8/3/2026	Carleen S Nordell	\$50.00	Monthly Cell Phone Stipend-August	01 11 6501 631	
Check Total:			\$50.00			
153439	8/3/2026	Samantha Josephine Pounds	\$50.00	Monthly Cell Phone Stipend-August	01 11 6501 631	
Check Total:			\$50.00			

Check Num	Check Date	Name	Amount	Description	Acct Number	Void
153440	8/3/2026	Kyle A Pugh	\$50.00	Monthly Cell Phone Stipend-August	01 11 6501 631	
Check Total:			\$50.00			
153441	8/3/2026	Rapsodo, Inc	\$4,000.00	Rapsodo 3.0 Upgrade	01 11 5523 852	
Check Total:			\$4,000.00			
153442	8/3/2026	Steven Lee Schroeder	\$50.00	Monthly Cell Phone Stipend-August	01 11 6501 631	
Check Total:			\$50.00			
153443	8/3/2026	Thomas M Segebart Jr	\$50.00	Monthly Cell Phone Stipend-August	01 11 6501 631	
Check Total:			\$50.00			
153444	8/3/2026	Britni Ann Tremblay	\$50.00	Monthly Cell Phone Stipend-August	01 11 6501 631	
Check Total:			\$50.00			
153445	8/3/2026	TreviPay-Walmart	\$309.91	Athletic Training Supplies	01 11 5502 852	
Check Total:			\$309.91			
153446	8/3/2026	Caesar Wood	\$50.00	Monthly Cell Phone Stipend-August	01 11 6501 631	
Check Total:			\$50.00			
153447	8/3/2026	Jennifer L Zabokrtsky	\$50.00	Monthly Cell Phone Stipend-August	01 11 6501 631	
Check Total:			\$50.00			
153448	8/5/2026	Amazon Capital Services, Inc.	\$255.98	Air Blowers Fans	01 11 7100 650	
	8/5/2026	Amazon Capital Services, Inc.	\$44.99	Calendar	01 11 6501 702	
	8/5/2026	Amazon Capital Services, Inc.	\$200.98	Chess Pieces, Ping pong, & Pool Tables	01 11 5706 710	
	8/5/2026	Amazon Capital Services, Inc.	\$103.32	Hunter Sprinkler Gears	01 11 7300 852	
	8/5/2026	Amazon Capital Services, Inc.	\$37.68	Monitor Stand	01 11 6501 702	
	8/5/2026	Amazon Capital Services, Inc.	\$199.10	Power Stripe and two stools chairs for	01 11 7100 650	
	8/5/2026	Amazon Capital Services, Inc.	\$13.96	Simple Green	01 11 7100 708	
	8/5/2026	Amazon Capital Services, Inc.	\$31.96	Spray Paint	01 11 7100 650	
	8/5/2026	Amazon Capital Services, Inc.	\$238.25	Valves and Garden Hose Swivels	01 11 7300 852	
	8/5/2026	Amazon Capital Services, Inc.	\$241.73	Web Cameras for Bookstore	01 83 9100 742	
Check Total:			\$1,367.95			

Check Num	Check Date	Name	Amount	Description	Acct Number	Void
153449						
	8/5/2026	Artisans Inc	\$1,322.71	T-Birds Block Party Crew	01 83 9100 743	
	8/5/2026	Artisans Inc	\$1,322.71	T-Birds Flight Crew	01 83 9100 743	
		Check Total:	\$2,645.42			
153450						
	8/5/2026	Blue 84	\$720.97	Mad Props Tees	01 83 9100 743	
	8/5/2026	Blue 84	\$1,355.06	Women's Classic Mock Neck Crews	01 83 9100 743	
		Check Total:	\$2,076.03			
153451						
	8/5/2026	Bumper to Bumper of Concordia	\$18.79	HVAC Unit Belt 516218	01 11 7100 650	
	8/5/2026	Bumper to Bumper of Concordia	\$173.57	Vehicle AC Repair #66 516305	01 11 6502 647	
		Check Total:	\$192.36			
153452						
	8/5/2026	Concordia Homestore	\$6.38	Foundation Storage keys	01 11 7100 650	
	8/5/2026	Concordia Homestore	\$47.98	quick connect sprinkler fittings	01 11 7300 651	
		Check Total:	\$54.36			
153453						
	8/5/2026	Concordia Town and Country	\$37.76	Freon #66 47997	01 11 6502 647	
	8/5/2026	Concordia Town and Country	\$21.17	Garden Hose washers, cutter 47895	01 11 7300 651	
	8/5/2026	Concordia Town and Country	\$117.43	inground sprinkler repair 47886	01 11 7300 651	
		Check Total:	\$176.36			
153454						
	8/5/2026	F. A. Davis Company	\$6,753.20	FA Davis Nursing Textbooks	01 83 9100 742	
		Check Total:	\$6,753.20			
153455						
	8/5/2026	Hale's Refuse	\$85.00	Housing Trash P/U 7/1-7/31	01 85 9100 634	
	8/5/2026	Hale's Refuse	\$120.00	Main Campus Trash P/U 7/1-7/31	01 11 7900 634	
	8/5/2026	Hale's Refuse	\$55.00	Wrestling Trash P/U 7/1-7/31	01 11 7900 634	
		Check Total:	\$260.00			
153456						
	8/5/2026	Hudl	\$2,115.00	HUDL 26-27 renewal	01 11 0000 205	
		Check Total:	\$2,115.00			
153457						
	8/5/2026	MV Sport - The Game	\$268.32	Back the Birds Glitter Tee	01 83 9100 743	
	8/5/2026	MV Sport - The Game	\$1,443.10	MV Sport Chenelle Applique Hoodies	01 83 9100 743	
	8/5/2026	MV Sport - The Game	\$831.16	MV Sport Circle Logo Hoodies	01 83 9100 743	

Check Num	Check Date	Name	Amount	Description	Acct Number	Void
153457						
	8/5/2026	MV Sport - The Game	\$831.84	MV Sport Hoodies	01 83 9100 743	
	8/5/2026	MV Sport - The Game	\$270.32	MV Sport Tee	01 83 9100 743	
	8/5/2026	MV Sport - The Game	\$270.32	MV Sport Tees	01 83 9100 743	
		Check Total:	\$3,915.06			
153458						
	8/5/2026	Republican Valley Landscape, LLC	\$60.58	I-25 Ultra Rotor P/U Kenton	01 11 7300 651	
	8/5/2026	Republican Valley Landscape, LLC	\$41,123.67	Republic Valley retaining wall	01 61 6100 799	
		Check Total:	\$41,184.25			
153459						
	8/5/2026	SOPA, Inc.	\$157,474.34	Faculty office furniture	01 61 6100 852	
		Check Total:	\$157,474.34			
153460						
	8/5/2026	Spirit Products	\$378.50	22 oz Stadium Cups	01 83 9100 743	
	8/5/2026	Spirit Products	\$86.43	Computer Mouse Pads	01 83 9100 743	
	8/5/2026	Spirit Products	\$337.68	Dorchester Coffee Mugs	01 83 9100 743	
	8/5/2026	Spirit Products	\$469.85	Nite Owl Key Strap	01 83 9100 743	
		Check Total:	\$1,272.46			
153461						
	8/5/2026	Verizon Wireless	\$160.25	Big Bus Wifi/Short Bus Wifi/Cradle Point	01 11 6501 631	
		Check Total:	\$160.25			
153462						
	8/6/2026	Altius Awards and Apparel	\$10.00	Staff name tag (Mary Cooper)	01 11 4101 701	
		Check Total:	\$10.00			
153463						
	8/6/2026	Bumper to Bumper of Concordia	\$164.42	F-250 wind energy truck battery	01 11 6502 647	
	8/6/2026	Bumper to Bumper of Concordia	\$79.81	Golf Cart Battery	01 11 7300 649	
	8/6/2026	Bumper to Bumper of Concordia	\$1.50	Yard Trucks Bulb	01 11 7300 651	
		Check Total:	\$245.73			
153464						
	8/6/2026	Cloud County Transfer Station	\$77.00	Junk Desks 530855/530871	01 11 7100 650	
		Check Total:	\$77.00			
153465						
	8/6/2026	Concordia Homestore	\$19.41	Blank wall Plate/Wall stop 511112/4	01 85 9100 652	
	8/6/2026	Concordia Homestore	\$0.95	Bld #3 Rubber Grommet 511539/4	01 85 9100 652	
	8/6/2026	Concordia Homestore	\$142.81	Com White Pine Bld3 #511431/4	01 85 9100 652	

Check Num	Check Date	Name	Amount	Description	Acct Number	Void
153465						
	8/6/2026	Concordia Homestore	\$48.07	Door Keys 511549/4	01 11 7100 650	
	8/6/2026	Concordia Homestore	\$73.77	Faucet Bld 4 #511359/4	01 85 9100 652	
	8/6/2026	Concordia Homestore	\$22.32	Housing #3 outlets & Switches 511198/4	01 85 9100 652	
	8/6/2026	Concordia Homestore	\$271.21	Housing Step Repairs	01 85 9100 652	
	8/6/2026	Concordia Homestore	\$28.99	Kwikest Door Key #511419/4	01 85 9100 652	
	8/6/2026	Concordia Homestore	\$139.98	Plywood 511641/4	01 11 7100 650	
	8/6/2026	Concordia Homestore	\$58.58	Rebar Tiewire Com White Pine 510980/4	01 85 9100 652	
	8/6/2026	Concordia Homestore	\$30.34	Step Repair #511404/4	01 11 7300 651	
		Check Total:	\$836.43			
153466						
	8/6/2026	Concordia Town and Country	\$48.98	Aerator Bld 3 #47916	01 85 9100 652	
	8/6/2026	Concordia Town and Country	\$22.19	Air con seal Bld 3#47970	01 85 9100 652	
	8/6/2026	Concordia Town and Country	\$1,245.58	Bld 3 Apt 2 Stove&Refrig #48586	01 85 9100 852	
	8/6/2026	Concordia Town and Country	\$15.98	Chemical gloves #13523	01 11 7300 651	
	8/6/2026	Concordia Town and Country	\$35.94	Door Stop, Wall Plate Bld 3 #46964	01 85 9100 652	
	8/6/2026	Concordia Town and Country	\$94.90	Drain Kit/Garden Hose Bld 11 #48223	01 85 9100 652	
	8/6/2026	Concordia Town and Country	\$110.84	Green House Waterline repair 48581	01 11 7300 651	
	8/6/2026	Concordia Town and Country	\$41.46	Grounds Supplies #48492	01 11 7300 651	
	8/6/2026	Concordia Town and Country	\$29.95	Metal Cut Off Wheel #48188	01 11 7100 650	
	8/6/2026	Concordia Town and Country	\$30.48	Sprinkler #48317	01 11 7100 650	
	8/6/2026	Concordia Town and Country	\$649.92	TH 3 floor refrig #47435	01 85 9100 852	
		Check Total:	\$2,326.22			
153467						
	8/6/2026	Cox Communications	\$300.87	Cable/Internet @GCC	01 11 8316 631	
		Check Total:	\$300.87			
153468						
	8/6/2026	Elliott Electric Supply	\$190.00	Replacement Driver for RD	01 11 7100 650	
		Check Total:	\$190.00			
153469						
	8/6/2026	Farm Country Ford, Inc.	\$174.53	oil change, rotate tires, air filter	01 11 6502 647	
		Check Total:	\$174.53			
153470						
	8/6/2026	Fastenal Company	\$41.78	Hand Rail for Kitchen Ramp	01 11 7100 650	

Check Num	Check Date	Name	Amount	Description	Acct Number	Void
153470	8/6/2026	Fastenal Company	\$51.41	Smoke detectors Campus	01 85 9100 652	
		Check Total:	\$93.19			
153471	8/6/2026	Flinn Scientific, Inc.	\$43.98	Labels for Chemistry Lab	01 11 0000 205	
		Check Total:	\$43.98			
153472	8/6/2026	HUB International Midwest Limited	\$77,366.00	Basic Athletic Insurance #4721210	01 11 5501 623	
		Check Total:	\$77,366.00			
153473	8/6/2026	Stacy Larsen	\$100.00	Coffee Truck-1st Day of Classes Deposit	01 11 5706 710	
		Check Total:	\$100.00			
153474	8/6/2026	North Central Kansas Community Net	\$50.00	Wrestling Facility Internet- July	01 11 7900 632	
		Check Total:	\$50.00			
153475	8/6/2026	OCLC, Inc.	\$2,671.89	EZProxy Hosted Services	01 11 0000 205	
		Check Total:	\$2,671.89			
153476	8/6/2026	Kevin D Pounds	\$176.90	Mileage for KACC Meetings	01 11 6102 602	
		Check Total:	\$176.90			
153477	8/6/2026	Prairieland Partners, LLC	\$92.87	Z Track 950m Drive Belt	01 11 7100 649	
		Check Total:	\$92.87			
153478	8/6/2026	Purewater of NCK	\$10.30	Children's Center Salt	01 82 9100 679	
	8/6/2026	Purewater of NCK	\$20.60	Science Dept Salt	01 11 1126 646	
		Check Total:	\$30.90			
153479	8/6/2026	Sherwin-Williams Co., INC	\$228.06	Building Maint Paint #7227-3	01 11 7100 650	
	8/6/2026	Sherwin-Williams Co., INC	\$190.02	Paint Bld 3 #6930-3	01 85 9100 652	
	8/6/2026	Sherwin-Williams Co., INC	\$51.76	Paint Pail Liner #6783-6	01 85 9100 652	
		Check Total:	\$469.84			
153480	8/6/2026	Amber Lea Simmons	\$1,743.90	Tuition Reimburse-Nursing A. Simmons	01 11 4200 607	
		Check Total:	\$1,743.90			

Check Num	Check Date	Name	Amount	Description	Acct Number	Void
153481	8/6/2026	Sporfie LLC	\$2,100.00	Athletics Challenge Review Sytem 26-27	01 73 7303 799	
Check Total:			\$2,100.00			
153482	8/6/2026	Tech Electronics of Kansas, LLC	\$516.00	Fixing battery connection	01 11 7100 650	
Check Total:			\$516.00			
153483	8/6/2026	TreviPay-Walmart	\$55.30	Cleaning Supplies 02169	01 11 7300 651	
	8/6/2026	TreviPay-Walmart	\$111.29	Hava Java Snacks and Beverages	01 73 7314 799	
	8/6/2026	TreviPay-Walmart	\$52.57	President's Office Sodas and Snacks	01 11 6102 799	
	8/6/2026	TreviPay-Walmart	\$72.61	Vehicle Maint Bus, Cars, Supplies 02169	01 11 6502 647	
Check Total:			\$291.77			
153484	8/6/2026	Caesar Wood	\$433.47	Travel Reimbursement	01 11 6200 601	
Check Total:			\$433.47			
153485	8/13/2026	Altius Awards and Apparel	\$125.00	Altius - T-shirt Prints	01 11 5514 852	
Check Total:			\$125.00			
153486	8/13/2026	BCS Apparel	\$1,621.55	BCS - Nike 1/4 Zips and Shorts	01 83 9100 743	
	8/13/2026	BCS Apparel	\$1,167.20	BCS - Nike Tees	01 83 9100 743	
	8/13/2026	BCS Apparel	\$1,166.29	BCS Nike Legend SS and LS Tees	01 83 9100 743	
	8/13/2026	BCS Apparel	\$2,496.49	Nike Hoodies and Crews	01 83 9100 743	
	8/13/2026	BCS Apparel	\$4,130.33	Nike Jackets, Hoodies, Polos, Joggers	01 83 9100 743	
	8/13/2026	BCS Apparel	\$1,184.95	Nike Rise Trucker Cap	01 83 9100 743	
Check Total:			\$11,766.81			
153487	8/13/2026	Bomgaars Supply, Inc	\$131.02	Equine feed	01 12 1102 719	
	8/13/2026	Bomgaars Supply, Inc	\$503.64	grain	01 12 1102 719	
Check Total:			\$634.66			
153488	8/13/2026	BSN Sports	\$1,925.00	BSN - T&F Tights/Shorts	01 11 5515 712	
	8/13/2026	BSN Sports	\$1,725.19	BSN Invoice 934428572	01 11 5512 852	
Check Total:			\$3,650.19			

Check Num	Check Date	Name	Amount	Description	Acct Number	Void
153489	8/13/2026	Clay Center Dispatch	\$57.00	GCC Student Services Specialist Advertin	01 11 0000 205	
Check Total:			\$57.00			
153490	8/13/2026	Clyde Ball Association	\$175.00	Clyde Ball Association Sponsorship	01 11 6106 617	
Check Total:			\$175.00			
153491	8/13/2026	Clyde Golf Association INC	\$500.00	Clyde Golf Course Sponsorship	01 11 6106 617	
Check Total:			\$500.00			
153492	8/13/2026	Concordia Area Chamber of Commere	\$2,060.00	Platinum Sponsorship for Chamber Of Comm	01 11 6106 617	
Check Total:			\$2,060.00			
153493	8/13/2026	Concordia Homestore	\$87.94	Wood for shelves - Instructor's offices	01 11 7100 650	
Check Total:			\$87.94			
153494	8/13/2026	CP Concrete Solutions, LLC	\$10,775.00	Concrete Cafe	01 61 6100 799	
Check Total:			\$10,775.00			
153495	8/13/2026	Dell Marketing L.P.	\$664.96	Extra docks	01 73 7307 799	
	8/13/2026	Dell Marketing L.P.	\$2,309.98	Extra laptops	01 73 7307 799	
Check Total:			\$2,974.94			
153496	8/13/2026	Elsevier	\$634.92	Elsevier - Welding and Ag Textbooks	01 83 9100 742	
Check Total:			\$634.92			
153497	8/13/2026	Fastenal Company	\$35.51	FHSCS and BHSCS supplies	01 12 1103 701	
Check Total:			\$35.51			
153498	8/13/2026	FM:Systems Group, LLC	\$4,862.40	Resource Scheduler 26-27	01 73 7303 799	
Check Total:			\$4,862.40			
153499	8/13/2026	Healthy Roster, Inc	\$867.51	AnnualAccesstoHealthyRoster/SwayConcussi	01 73 7303 799	
Check Total:			\$867.51			

Check Num	Check Date	Name	Amount	Description	Acct Number	Void
153500	8/13/2026	HigherEdJobs.com	\$870.00	HigherEd Job Pack of 3	01 11 6109 615	
		Check Total:	\$870.00			
153501	8/13/2026	Brandt A Hutchinson	\$61.96	Paint Supplies	01 11 7100 650	
		Check Total:	\$61.96			
153502	8/13/2026	Lampton Welding Supply	\$46.08	Oxygen	01 12 1103 701	
		Check Total:	\$46.08			
153503	8/13/2026	Drew Edward Mahin	\$67.59	Candy for the Courtland Fun Day Parade	01 11 6106 617	
		Check Total:	\$67.59			
153504	8/13/2026	William J McGuire	\$250.00	Jockey Club report of mares bred	01 12 1102 719	
		Check Total:	\$250.00			
153505	8/13/2026	MV Sport - The Game	\$1,492.68	MV Sport - Dimension Hoodies	01 83 9100 743	
		Check Total:	\$1,492.68			
153506	8/13/2026	PartnerShip, LLC	\$636.04	Nursing Textbooks FA Davis Shipping	01 83 9100 742	
		Check Total:	\$636.04			
153507	8/13/2026	Quill	\$37.07	Clorox wipes	01 11 6501 702	
	8/13/2026	Quill	\$859.76	Dry erase Marker Boards for Instructors	01 11 6501 702	
	8/13/2026	Quill	\$216.54	Envelopes for Mail Pony	01 11 6501 702	
	8/13/2026	Quill	\$18.35	Facial Tissue	01 11 6501 702	
		Check Total:	\$1,131.72			
153508	8/13/2026	RAM Exterminators LLC	\$320.00	Bimonthly Spray	01 11 8317 679	
		Check Total:	\$320.00			
153509	8/13/2026	Spirit Products	\$627.50	Oahu Water Bottles	01 83 0000 205	
		Check Total:	\$627.50			
153510	8/13/2026	Tallgrass Veterinary Clinic	\$149.89	Equine Meds	01 12 1102 719	
		Check Total:	\$149.89			

Check Num	Check Date	Name	Amount	Description	Acct Number	Void
153511	8/13/2026	TreviPay-Walmart	\$137.85	RA supplies	01 85 9100 617	
	8/13/2026	TreviPay-Walmart	\$40.01	Supplies for back to school	01 11 6106 617	
		Check Total:	\$177.86			
153512	8/13/2026	Uline	\$106.86	Carpet Matt	01 11 7100 708	
		Check Total:	\$106.86			
153513	8/13/2026	UniFirst Corporation	\$76.15	Mats, Mops & Towels	01 11 8317 679	
		Check Total:	\$76.15			
153514	8/13/2026	Kelly M Wright	\$29.40	Stamps for Mailings	01 11 8316 611	
		Check Total:	\$29.40			
153515	8/13/2026	Jennifer L Zabokrtsky	\$250.78	Meta ads, job fair, career fair	01 11 8315 750	
		Check Total:	\$250.78			
153516	8/14/2026	Stacy Larsen	\$500.00	Midwest Oasis Coffee Truck - Move-in Day	01 85 9100 617	
		Check Total:	\$500.00			
153517	8/17/2026	1st Choice Security LLC	\$1,236.25	1st Choice Security 7/26-8/8	01 88 9100 524	
		Check Total:	\$1,236.25			
153518	8/17/2026	Alliance Business Services, Inc	\$1,879.68	Fiber Broadband/Voice Over IP	01 11 6501 631	
		Check Total:	\$1,879.68			
153519	8/17/2026	Amazon Capital Services, Inc.	\$216.00	Audio Silk Acoustic Panels	01 11 7100 650	
	8/17/2026	Amazon Capital Services, Inc.	\$143.99	Frames for the Union	01 11 5706 711	
	8/17/2026	Amazon Capital Services, Inc.	\$179.90	Replacement Receiver for Garage Door	01 11 7300 852	
		Check Total:	\$539.89			
153520	8/17/2026	BSN Sports	\$1,219.67	Basketballs for 2026-2027 Season	01 11 5521 852	
		Check Total:	\$1,219.67			
153521	8/17/2026	Card Services	\$207.51	Athletic Training Supplies	01 11 5502 852	

Check Num	Check Date	Name	Amount	Description	Acct Number	Void
153521	8/17/2026	Card Services	\$347.15	Replacements Tees/Parts	01 11 5523 852	
Check Total:			\$554.66			
153522	8/17/2026	Central Valley Ag Cooperative	\$914.42	Fleet Fuel - July	01 11 7900 633	
Check Total:			\$914.42			
153523	8/17/2026	Cloud County RWD #1	\$40.00	Wrestling Facility	01 11 7900 632	
Check Total:			\$40.00			
153524	8/17/2026	Concordia Homestore	\$9.00	NR: Screws for curtains	01 12 1124 852	
Check Total:			\$9.00			
153525	8/17/2026	Concordia Town and Country	\$43.56	Bld #4 Repairs	01 85 9100 652	
	8/17/2026	Concordia Town and Country	\$23.28	Bld #4 Supplies # 49248	01 85 9100 652	
	8/17/2026	Concordia Town and Country	\$23.99	Saw Blade #49138	01 11 7300 651	
Check Total:			\$90.83			
153526	8/17/2026	Consolidated Management Co.	\$468.75	Daycare Meals 5/4-5/8	01 85 0000 205	
Check Total:			\$468.75			
153527	8/17/2026	Gaumard Scientific Company	\$328.55	AH: SUSIE battery replacement	01 12 1120 852	
Check Total:			\$328.55			
153528	8/17/2026	Geneologie, LLC	\$2,642.00	26-27 Campus Visit T-Shirts	01 11 5302 614	
Check Total:			\$2,642.00			
153529	8/17/2026	Greg Peltier Enterprises, LLC	\$460.00	Treadplate 5454	01 11 7100 650	
Check Total:			\$460.00			
153530	8/17/2026	Infobase Learning	\$7,250.97	Database renewal	01 11 4101 682	
Check Total:			\$7,250.97			
153531	8/17/2026	Intersoft Data Labs, Inc	\$22,997.20	Percussion CMS	01 73 0000 205	
Check Total:			\$22,997.20			

Check Num	Check Date	Name	Amount	Description	Acct Number	Void
153532	8/17/2026	KCADNE	\$75.00	KCADNE Membership Dues	01 12 1124 681	
Check Total:			\$75.00			
153533	8/17/2026	KJCCC INC	\$12,294.00	KJCCC Membership Dues	01 11 5501 681	
	8/17/2026	KJCCC INC	\$3,078.00	Volleyball Officials	01 11 5512 671	
Check Total:			\$15,372.00			
153534	8/17/2026	Kryterion, Inc.	\$378.00	AH: Testing Fees July	01 73 7365 799	
	8/17/2026	Kryterion, Inc.	\$72.00	AH: Testing Fees June	01 73 0000 205	
Check Total:			\$450.00			
153535	8/17/2026	William J McGuire	\$252.00	Bundle of 21 alfalfa bales	01 12 1102 719	
Check Total:			\$252.00			
153536	8/17/2026	Miltonvale Senior Citizens Club	\$200.00	Tootle fest Sponsorship	01 11 6106 617	
Check Total:			\$200.00			
153537	8/17/2026	NCK Mats and More, LLC	\$332.10	Mat Cleaning Campus #101016	01 11 7100 708	
Check Total:			\$332.10			
153538	8/17/2026	NJCAA Region VI	\$5,635.00	Region 6 Membership Dues	01 11 5501 681	
Check Total:			\$5,635.00			
153539	8/17/2026	Print 5 - Blade Empire	\$5,940.00	3 pallets of paper	01 11 6501 704	
	8/17/2026	Print 5 - Blade Empire	\$75.00	Business Cards	01 23 1533 701	
Check Total:			\$6,015.00			
153540	8/17/2026	PrismRBS, LLC	\$13,500.00	PrismRBS Website/Mosaic Fee	01 83 9100 679	
Check Total:			\$13,500.00			
153541	8/17/2026	Quill	\$201.45	6 x 9 White envelopes	01 11 6501 704	
	8/17/2026	Quill	\$150.43	Blue and Red Gel Pens	01 11 6501 702	
	8/17/2026	Quill	\$368.97	HP414 A Printer Cartridges	01 11 6501 702	
	8/17/2026	Quill	\$127.96	Mechanical Pencils	01 11 6501 702	
	8/17/2026	Quill	\$63.98	Mechanical Pencils	01 11 6501 702	

Check Num	Check Date	Name	Amount	Description	Acct Number	Void
153541	8/17/2026	Quill	\$96.27	Sharpie gel pens Black	01 11 6501 702	
Check Total:			\$1,009.06			
153542	8/17/2026	Scrub Haven LLC	\$2,118.96	NR: FA Student Scrubs	01 73 7338 799	
Check Total:			\$2,118.96			
153543	8/17/2026	Amber Lea Simmons	\$34.18	NR: Reimb. A. Simmons mounting supplies	01 12 1124 852	
Check Total:			\$34.18			
153544	8/17/2026	Steele Supply Company	\$5,415.00	Nur: Student Nurse Kits	01 73 7338 799	
Check Total:			\$5,415.00			
153545	8/17/2026	Thiede, Chance	\$1,500.00	Window Cleaning	01 11 7100 650	
Check Total:			\$1,500.00			
153546	8/17/2026	TouchTone Communications, Inc	\$80.04	Toll Free Calls on 800#	01 11 6501 631	
Check Total:			\$80.04			
153547	8/17/2026	TreviPay-Walmart	\$114.06	Drinks for Move-In Day	01 85 9100 617	
	8/17/2026	TreviPay-Walmart	\$17.50	Hall Crawl - Abby	01 85 9100 617	
	8/17/2026	TreviPay-Walmart	\$19.30	Hall Crawl - Brody	01 85 9100 617	
	8/17/2026	TreviPay-Walmart	\$34.64	Hall Crawl - Kenadie	01 85 9100 617	
	8/17/2026	TreviPay-Walmart	\$13.03	Hall Crawl - Shianne	01 85 9100 617	
	8/17/2026	TreviPay-Walmart	\$26.44	Hall Crawl - Shianne	01 85 9100 617	
	8/17/2026	TreviPay-Walmart	\$18.90	Hall Crawl - Trystan	01 85 9100 617	
	8/17/2026	TreviPay-Walmart	\$163.70	Trailer Supplies	01 11 6502 647	
Check Total:			\$407.57			
153548	8/17/2026	Xerox Corporation	\$2,725.64	August copier invoice	01 11 6501 643	
	8/17/2026	Xerox Corporation	\$678.41	August copier invoice	01 11 8316 643	
Check Total:			\$3,404.05			
153549	8/18/2026	Amazon Capital Services, Inc.	\$24.24	water conditioner and fish food Biology	01 11 1121 701	
Check Total:			\$24.24			

Check Num	Check Date	Name	Amount	Description	Acct Number	Void
153550	8/18/2026	Bomgaars Supply, Inc	\$27.93	Key Blank # 223377	01 85 9100 652	
Check Total:			\$27.93			
153551	8/18/2026	Cape C/O KCCTO	\$5.00	training for KDHE licensing requirements	01 82 9100 616	
Check Total:			\$5.00			
153552	8/18/2026	Card Services	\$123.00	AH 197 AA C Application Fees-SU	01 73 7365 799	
	8/18/2026	Card Services	\$184.50	AH 197 AB C Application Fees-SU	01 73 7365 799	
	8/18/2026	Card Services	\$143.50	AH 197 AD C Application Fees-SU	01 73 7365 799	
	8/18/2026	Card Services	\$61.50	AH 198 AA C Application Fees-SU	01 73 7365 799	
	8/18/2026	Card Services	\$61.50	AH 198 AA G Application Fees-SU	01 73 7365 799	
	8/18/2026	Card Services	\$102.50	AH: AH197AAG SU26 Application Fees	01 73 7365 799	
	8/18/2026	Card Services	\$205.00	AH: AH197ABG SU26 Application Fees	01 73 7365 799	
	8/18/2026	Card Services	\$15.00	RE: Drone Registration July	01 12 1127 627	
Check Total:			\$896.50			
153553	8/18/2026	Chaput-Buoy Funeral Home	\$980.25	Cadaver Transportation	01 11 1121 701	
Check Total:			\$980.25			
153554	8/18/2026	Concordia Golf & Wellness, LLC	\$1,000.00	2026 Family Membership	01 86 9100 799	
	8/18/2026	Concordia Golf & Wellness, LLC	\$1,000.00	2026 Family Membership for President	01 11 6102 681	
	8/18/2026	Concordia Golf & Wellness, LLC	\$3,000.00	CCCC Student Night 2026	01 86 9100 799	
Check Total:			\$5,000.00			
153555	8/18/2026	Concordia Town and Country	\$20.59	Bleach Liquid Bld4 #49320	01 85 9100 652	
	8/18/2026	Concordia Town and Country	\$341.91	Housing Supplies # 49407	01 85 9100 652	
	8/18/2026	Concordia Town and Country	\$46.64	Range Cord Bld 3 #48605	01 85 9100 652	
	8/18/2026	Concordia Town and Country	\$32.44	Single Cut Keys #48877	01 85 9100 652	
	8/18/2026	Concordia Town and Country	\$432.92	window AC Bld #3 49308	01 85 9100 652	
Check Total:			\$874.50			
153556	8/18/2026	ExamSoft Worldwide LLC	\$4,520.70	Examsoft for Nursing-Fall	01 35 2007 709	
Check Total:			\$4,520.70			

Check Num	Check Date	Name	Amount	Description	Acct Number	Void
153557	8/18/2026	F & A Food Sales Inc.	\$300.91	Trash Bags 3108415	01 11 7100 708	
Check Total:			\$300.91			
153558	8/18/2026	Greg Peltier Enterprises, LLC	\$50.00	Concrete anchors handrail 5496	01 11 7100 650	
	8/18/2026	Greg Peltier Enterprises, LLC	\$111.00	handrail kitchen 5479	01 11 7100 650	
	8/18/2026	Greg Peltier Enterprises, LLC	\$200.00	Metal Material 5482	01 11 7100 650	
	8/18/2026	Greg Peltier Enterprises, LLC	\$50.00	Metal Material 5501	01 11 7100 650	
Check Total:			\$411.00			
153559	8/18/2026	KGlez Cleaning Services	\$3,000.00	Bathroom Cleaning Sanitizing	01 11 7100 679	
Check Total:			\$3,000.00			
153560	8/18/2026	Stacy Larsen	\$490.00	Coffee Truck-1st Day Remaining Balance	01 11 5706 710	
Check Total:			\$490.00			
153561	8/18/2026	NCK Mats and More, LLC	\$15.30	Mat cleaning - Wrestling 101223	01 11 7100 708	
	8/18/2026	NCK Mats and More, LLC	\$157.36	Matt Cleaning - Campus #101224	01 11 7100 708	
Check Total:			\$172.66			
153562	8/18/2026	North Central Kansas Medical Center	\$41.19	Clinic Visit Dakota Brockman	01 11 5704 625	
Check Total:			\$41.19			
153563	8/18/2026	TreviPay-Walmart	\$27.20	classroom supplies	01 82 9100 701	
	8/18/2026	TreviPay-Walmart	\$183.02	food	01 82 9100 741	
	8/18/2026	TreviPay-Walmart	\$103.12	Grounds Supply	01 11 7300 651	
	8/18/2026	TreviPay-Walmart	\$205.42	Hall Crawl - Jack	01 85 9100 617	
	8/18/2026	TreviPay-Walmart	\$71.76	Housing Supplies Bld #3	01 85 9100 652	
	8/18/2026	TreviPay-Walmart	\$97.72	President's Office Sodas and Snacks	01 11 6102 799	
Check Total:			\$688.24			
153564	8/18/2026	WEX Bank	\$2,883.04	Fleet fuel -114254288	01 11 6502 721	
Check Total:			\$2,883.04			
153565	8/19/2026	Aflac	\$38.74	Payroll Deduction	01 11 0000 202	
	8/19/2026	Aflac	\$12.87		01 11 0000 202	

Check Num	Check Date	Name	Amount	Description	Acct Number	Void
153565						
	8/19/2026	Aflac	\$62.92	Payroll Deduction	01 11 0000 202	
	8/19/2026	Aflac	\$27.40		01 11 0000 202	
	8/19/2026	Aflac	\$35.88		01 11 0000 202	
	8/19/2026	Aflac	\$25.09		01 11 0000 202	
	8/19/2026	Aflac	\$56.16		01 11 0000 202	
	8/19/2026	Aflac	\$47.84		01 11 0000 202	
	8/19/2026	Aflac	\$30.55		01 11 0000 202	
	8/19/2026	Aflac	\$35.88		01 11 0000 202	
	8/19/2026	Aflac	\$60.45		01 11 0000 202	
	8/19/2026	Aflac	\$56.16		01 11 0000 202	
	8/19/2026	Aflac	\$27.04		01 11 0000 202	
	8/19/2026	Aflac	\$17.16		01 11 0000 202	
	8/19/2026	Aflac	\$25.09		01 11 0000 202	
	8/19/2026	Aflac	\$31.20		01 11 0000 202	
	8/19/2026	Aflac	\$12.87		01 11 0000 202	
	8/19/2026	Aflac	\$11.31		01 11 0000 202	
	8/19/2026	Aflac	\$84.24		01 11 0000 202	
	8/19/2026	Aflac	\$37.90		01 11 0000 202	
	8/19/2026	Aflac	\$69.68		01 11 0000 202	
	8/19/2026	Aflac	\$69.68		01 11 0000 202	
	8/19/2026	Aflac	\$72.93		01 11 0000 202	
	8/19/2026	Aflac	\$40.69		01 11 0000 202	
	8/19/2026	Aflac	\$54.00		01 11 0000 202	
	8/19/2026	Aflac	\$84.89		01 11 0000 202	
	8/19/2026	Aflac	\$27.04		01 11 0000 202	
	8/19/2026	Aflac	\$52.00		01 11 0000 202	
	8/19/2026	Aflac	\$39.13		01 11 0000 202	
	8/19/2026	Aflac	\$6.65		01 11 0000 202	
	8/19/2026	Aflac	\$30.60		01 11 0000 202	
	8/19/2026	Aflac	\$26.25		01 11 0000 202	
	8/19/2026	Aflac	\$34.58		01 11 0000 202	
	8/19/2026	Aflac	\$72.80		01 11 0000 202	
	8/19/2026	Aflac	\$34.58		01 11 0000 202	

Check Num	Check Date	Name	Amount	Description	Acct Number	Void
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	8/19/2026	Aflac	\$20.02	Payroll Deduction	01 11 0000 202	
	8/19/2026	Aflac	\$27.30		01 11 0000 202	
	8/19/2026	Aflac	\$43.68		01 11 0000 202	
	8/19/2026	Aflac	\$36.40		01 11 0000 202	
	8/19/2026	Aflac	\$15.21		01 11 0000 202	
	8/19/2026	Aflac	\$10.14		01 11 0000 202	
	8/19/2026	Aflac	\$51.74		01 11 0000 202	
	8/19/2026	Aflac	\$5.50		01 11 0000 202	
Check Total:			\$1,662.24			
153566						
	8/19/2026	CCCC Foundation	\$22.92	Payroll Deduction	01 11 0000 202	
	8/19/2026	CCCC Foundation	\$8.33		01 11 0000 202	
	8/19/2026	CCCC Foundation	\$8.33		01 11 0000 202	
	8/19/2026	CCCC Foundation	\$20.83		01 11 0000 202	
	8/19/2026	CCCC Foundation	\$8.33		01 11 0000 202	
	8/19/2026	CCCC Foundation	\$8.33		01 11 0000 202	
	8/19/2026	CCCC Foundation	\$8.33		01 11 0000 202	
	8/19/2026	CCCC Foundation	\$10.42		01 11 0000 202	
	8/19/2026	CCCC Foundation	\$8.33		01 11 0000 202	
	8/19/2026	CCCC Foundation	\$14.40		01 11 0000 202	
	8/19/2026	CCCC Foundation	\$8.33		01 11 0000 202	
	8/19/2026	CCCC Foundation	\$8.33		01 11 0000 202	
	8/19/2026	CCCC Foundation	\$13.33		01 11 0000 202	
	8/19/2026	CCCC Foundation	\$8.33		01 11 0000 202	
	8/19/2026	CCCC Foundation	\$16.00		01 11 0000 202	
	8/19/2026	CCCC Foundation	\$24.88		01 11 0000 202	
	8/19/2026	CCCC Foundation	\$22.91		01 11 0000 202	
	8/19/2026	CCCC Foundation	\$8.34		01 11 0000 202	
	8/19/2026	CCCC Foundation	\$41.67		01 11 0000 202	
	8/19/2026	CCCC Foundation	\$8.33		01 11 0000 202	
	8/19/2026	CCCC Foundation	\$8.33		01 11 0000 202	
	8/19/2026	CCCC Foundation	\$8.33		01 11 0000 202	
	8/19/2026	CCCC Foundation	\$8.33		01 11 0000 202	
	8/19/2026	CCCC Foundation	\$8.33		01 11 0000 202	
	8/19/2026	CCCC Foundation	\$8.33		01 11 0000 202	

Check Num	Check Date	Name	Amount	Description	Acct Number	Void
153566						
	8/19/2026	CCCC Foundation	\$8.33	Payroll Deduction	01 11 0000 202	
	8/19/2026	CCCC Foundation	\$8.33		01 11 0000 202	
	8/19/2026	CCCC Foundation	\$12.00		01 11 0000 202	
	8/19/2026	CCCC Foundation	\$79.20		01 11 0000 202	
	8/19/2026	CCCC Foundation	\$41.66		01 11 0000 202	
	8/19/2026	CCCC Foundation	\$8.33		01 11 0000 202	
	8/19/2026	CCCC Foundation	\$8.34		01 11 0000 202	
	8/19/2026	CCCC Foundation	\$12.00		01 11 0000 202	
	8/19/2026	CCCC Foundation	\$8.33		01 11 0000 202	
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	8/19/2026	CCCC Foundation	\$37.52		01 11 0000 202	
	8/19/2026	CCCC Foundation	\$8.33		01 11 0000 202	
	8/19/2026	CCCC Foundation	\$25.00		01 11 0000 202	
	8/19/2026	CCCC Foundation	\$29.92		01 11 0000 202	
	8/19/2026	CCCC Foundation	\$30.84		01 11 0000 202	
	8/19/2026	CCCC Foundation	\$83.33		01 11 0000 202	
	8/19/2026	CCCC Foundation	\$62.50		01 11 0000 202	
	8/19/2026	CCCC Foundation	\$3.67		01 11 0000 202	
	8/19/2026	CCCC Foundation	\$6.07		01 11 0000 202	
	8/19/2026	CCCC Foundation	\$3.67		01 11 0000 202	
	8/19/2026	CCCC Foundation	\$8.33		01 11 0000 202	
	8/19/2026	CCCC Foundation	\$20.83		01 11 0000 202	
	8/19/2026	CCCC Foundation	\$41.66		01 11 0000 202	
	8/19/2026	CCCC Foundation	\$32.92		01 11 0000 202	
	8/19/2026	CCCC Foundation	\$20.83		01 11 0000 202	
	8/19/2026	CCCC Foundation	\$41.66		01 11 0000 202	
	8/19/2026	CCCC Foundation	\$8.33		01 11 0000 202	
	8/19/2026	CCCC Foundation	\$8.34		01 11 0000 202	
	8/19/2026	CCCC Foundation	\$20.83		01 11 0000 202	
	8/19/2026	CCCC Foundation	\$16.66		01 11 0000 202	
	8/19/2026	CCCC Foundation	\$3.67		01 11 0000 202	
	8/19/2026	CCCC Foundation	\$50.83		01 11 0000 202	

Check Num	Check Date	Name	Amount	Description	Acct Number	Void
153566						
	8/19/2026	CCCC Foundation	\$3.67	Payroll Deduction	01 11 0000 202	
	8/19/2026	CCCC Foundation	\$3.67		01 11 0000 202	
	8/19/2026	CCCC Foundation	\$8.33		01 11 0000 202	
	8/19/2026	CCCC Foundation	\$3.67		01 11 0000 202	
	8/19/2026	CCCC Foundation	\$20.84		01 11 0000 202	
	8/19/2026	CCCC Foundation	\$408.33		01 11 0000 202	
	8/19/2026	CCCC Foundation	\$4.16		01 11 0000 202	
	8/19/2026	CCCC Foundation	\$40.00		01 11 0000 202	
	8/19/2026	CCCC Foundation	\$3.67		01 11 0000 202	
	8/19/2026	CCCC Foundation	\$8.33		01 11 0000 202	
	8/19/2026	CCCC Foundation	\$16.67		01 11 0000 202	
	8/19/2026	CCCC Foundation	\$22.50		01 11 0000 202	
	8/19/2026	CCCC Foundation	\$16.67		01 11 0000 202	
	8/19/2026	CCCC Foundation	\$4.16		01 11 0000 202	
	8/19/2026	CCCC Foundation	\$8.33		01 11 0000 202	
	8/19/2026	CCCC Foundation	\$16.67		01 11 0000 202	
	8/19/2026	CCCC Foundation	\$8.33		01 11 0000 202	
	8/19/2026	CCCC Foundation	\$8.33		01 11 0000 202	
	8/19/2026	CCCC Foundation	\$8.33		01 11 0000 202	
	8/19/2026	CCCC Foundation	\$8.33		01 11 0000 202	
		Check Total:	\$1,718.97			
153567						
	8/19/2026	Fiduciary Trust Company of New Ham	\$300.00	Payroll Deduction	01 11 0000 202	
		Check Total:	\$300.00			
153568						
	8/19/2026	Kansas Payment Center	\$200.00	Payroll Deduction	01 11 0000 202	
	8/19/2026	Kansas Payment Center	\$150.00		01 11 0000 202	
		Check Total:	\$350.00			
153569						
	8/19/2026	KNEA	\$54.17	Payroll Deduction	01 11 0000 202	
		Check Total:	\$54.17			
153570						
	8/19/2026	WEX Health, Inc	\$625.00	Payroll Deduction	01 11 0000 202	
	8/19/2026	WEX Health, Inc	\$20.00		01 11 0000 202	
	8/19/2026	WEX Health, Inc	\$5.00		01 11 0000 202	

Check Num	Check Date	Name	Amount	Description	Acct Number	Void
153570						
	8/19/2026	WEX Health, Inc	\$83.34	Payroll Deduction	01 11 0000 202	
	8/19/2026	WEX Health, Inc	\$150.00		01 11 0000 202	
	8/19/2026	WEX Health, Inc	\$50.00		01 11 0000 202	
	8/19/2026	WEX Health, Inc	\$50.00		01 11 0000 202	
	8/19/2026	WEX Health, Inc	\$50.00		01 11 0000 202	
	8/19/2026	WEX Health, Inc	\$41.67		01 11 0000 202	
	8/19/2026	WEX Health, Inc	\$30.00		01 11 0000 202	
	8/19/2026	WEX Health, Inc	\$250.00		01 11 0000 202	
	8/19/2026	WEX Health, Inc	\$125.00		01 11 0000 202	
	8/19/2026	WEX Health, Inc	\$50.00		01 11 0000 202	
	8/19/2026	WEX Health, Inc	\$175.00		01 11 0000 202	
	8/19/2026	WEX Health, Inc	\$120.00		01 11 0000 202	
	8/19/2026	WEX Health, Inc	\$25.00		01 11 0000 202	
	8/19/2026	WEX Health, Inc	\$25.00		01 11 0000 202	
	8/19/2026	WEX Health, Inc	\$25.00		01 11 0000 202	
	8/19/2026	WEX Health, Inc	\$10.00		01 11 0000 202	
	8/19/2026	WEX Health, Inc	\$10.00		01 11 0000 202	
	8/19/2026	WEX Health, Inc	\$70.06		01 11 0000 202	
	8/19/2026	WEX Health, Inc	\$11.11		01 11 0000 202	
	8/19/2026	WEX Health, Inc	\$12.50		01 11 0000 202	
		Check Total:	\$2,013.68			

**Cloud County Community College
Board of Trustees
August 24, 2026**

(A) LIST

APPROVAL OF EXPENDITURES OR TRANSFERS OF COLLEGE FUNDS OVER \$25,000.

This list contains requests for approval of expenditures or transfers of College funds over \$25,000. For some of the items listed, checks will be released prior to the next Board meeting and approval of this list by the Board at this meeting will also authorize release of the checks. The other items, orders will be prepared and the payment of claims will be approved at the next Board meeting.

Vendor

Description

Amount

**Cloud County Community College
Board of Trustees
August 24, 2026**

(B) LIST

APPROVAL TO PAY CLAIMS

This list contains those check/claims that have had Board approval and/or met the requirements of State law and have been written.

RECOMMENDED ACTION: Approve the payment of these claims.

Assistant Men's Basketball Coach Position. The Search Committee and the President recommend the appointment of the Assistant Men's Basketball Coach effective August 25, 2026.

Recommended Action: Approve the appointment of the Assistant Men's Basketball Coach on a full-time, Professional Services Employee contract effective on August 25, 2026.

President Report for August 24, 2026

Mission and Guiding Values –

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

Our Guiding Values are Success, Service, Integrity, Community, Accessibility, and Sustainability

These are shared as a reminder of the impact and importance of the College's role in our community.

President's Update:

- Meeting with CloudCorp on August 5.
- Fall In-Service on August 10.
- Director of Foundation interviews via zoom the week of August 10. In person interviews began August
- Attended legislative meetings at Wichita State University Tech with lobbyists and presidents on August 12.
- Attended New Student Orientation on August 18.
- Hosted Pastries with the Prez for all students on the first day of class, August 19.
- Attended the Drive4U event by Farm and Country Ford on August 19.
- Campus Community Meeting on August 20.
- Attended meeting with Chair and Vice-Chair on August 21.

Kansas Board of Regents (KBOR) Updates:

- Jennifer Bonds-Raacke was named President and CEO of KBOR and began this role on August 2. She is sending weekly updates to all presidents for better communication.
- U.S. Department of Education
 - They shared a national [call to action](#) from the U.S. Department of Education for university presidents and governing boards.
 - Since then, several states and higher education organizations have responded:
 - [University of North Carolina System – August 18 Response](#)
 - [Florida – State Response](#)
 - [AACCC & AASCU – Joint Response](#)
 - [Council of Independent Colleges – Response](#)
- Artificial Intelligence and Postsecondary Innovation Committee
 - KBOR has established this committee to explore opportunities and challenges presented by artificial intelligence.
 - The committee will advise the Board on the strategic implication of artificial intelligence for higher education, workforce development, student success, institutional effectiveness, and economic prosperity in Kansas.
 - These efforts will be implemented into the Board's strategic plan.
- FY 2028 KBOR Budget Request Process
 - For KBOR's governed institutions, the university CEOs and the CEO of KBOR meet to discuss the budget requests before recommendations move forward for final Board consideration.
 - For KBOR's coordinated institutions, the requests are forwarded to the board as submitted.
- House Bill 2485 Workforce Pell
 - The Kansas State Workforce Board is responsible for establishing the application, appeal, coordination, and resource-alignment processes necessary to support program approval. KBOR remains a key higher education implementation partner in the work being led by Vice President, April White.

Marketing:

- We have been working with the Foundation on the upcoming Community Block Party, which is on Thursday, August 27th at the Broadway Plaza.
- We have worked with Student Engagement to promote the Thor 44 events for the new school year.
- Social media has been busy. We've had 250,000 views on Facebook and 253,000 on Instagram. We've gained more than 250 followers on each platform. We've received more than 132,000 views just since move-in on August 15.
- Top social media posts from the last month were significantly up from the same posts last year:
 - Move-In Day – 35,000 views (19,526 last year)
 - T-Bird Splash – 25,000 views
 - Pastries with the Prez – 18,000 views (17,548 last year)
- We will begin promoting second session classes soon. They begin on October 12.
- We will on preparation of the economic impact study.

Upcoming

- KBOR TEA meeting in Topeka – August 27.
- NCK Medical Center Board meeting – August 28.
- KBOR KSPSD Data Certification – September 2.
- KBOR System Council of Presidents Agenda Call – September 2.
- Economic Impact Study meeting – September 4.
- Auditors will be on campus – September 8 – 10.
- KBOR TEA meeting via Zoom – September 15.
- Foundation Quarterly meeting – September 15.
- Breakfast with the Regents – September 16.
- KBOR Monthly meeting – September 16 – 17.
- President's Soiree – September 18.
- HLC Accreditation Visit – September 21 – 22.

Upcoming Board Meetings:

- Special Board Meeting – September 8 at 5:00 pm.
- Regular September Board Meeting – September 28 at 5:00 pm.

Academic Affairs
August 2026 BOT Updates

Brandon/Academic Affairs:

The HLC Assurance Argument was locked on August 21st. A copy is provided at the end of my update. Many thanks to the co-leads for each criterion, as well as the many other faculty and staff who helped with drafting and evidence collection over the past 18 or so months.

Criterion 1: Jen Zabokrtsky and Keela Andrews
Criterion 2: Brent Phillips and Samantha Pounds
Criterion 3: Cindy Lamberty and Rob Zima
Criterion 4: Rachel Zohn and Amber Knoettgen

Starting August 25th and continuing every Tuesday afternoon leading up to the visit, I'll be hosting HLC Criterion Review sessions for all faculty and staff. I'm also in the process of scheduling department-level meetings with every area of the college to help them better understand and talk to HLC from their day-to-day perspective.

The Site Visit is scheduled for September 21st and 22nd. I had a phone call with our Visit Team Chair on August 21st to discuss initial logistics, but we hope to have a more final schedule in the next two weeks. The Board should still anticipate a September 21st lunch meeting with the HLC Visit Team.

Fall In-Service was held on August 10th. We focused on college updates, required trainings, and HLC information this year.

New Faculty Orientation occurred August 11th, with 5 faculty in attendance. Rachel Zohn and I adjusted the schedule from a full-day meeting to a half-day, and this seemed to be better for everyone.

The afternoon of August 11th was a Canvas Tips and Tricks professional development session led by Cindy Lamberty and Rob Zima.

On August 12th, Brent Phillips led a Faculty Evaluation Process professional development session for faculty to discuss both how to conduct an effective evaluation, as well as to review our existing faculty evaluation form and process.

On August 13th, I led the faculty HLC Information Session, mostly focused on Criterion 3. I believe this went well overall, but I will encourage faculty to also attend the September 8th Criterion 3 Review session for more practice.

Finally, on August 17th, Dr. Susan E. Ray from Delaware County Community College, led a faculty professional development session on AI-informed assignment design.

I attended the first KBOR DEI-CRT work group meeting on August 20th.

Library circulation increased nearly 200% from July 21st to August 19th, compared to last year.

Mary Cooper (Library) created updated LibGuides to align with the new database selections, now that the state has switched from EBSCOHost to Gale resources.

Open Positions:

Division Dean of CTE: We are hopeful to post this position soon.

Instructor in English/Speech/Theatre: We plan to repost this position soon for a spring start date.

Upcoming: August 27th—MAC Breakfast in Junction City and TEA virtual meeting; September 1st—BAASC (virtual); September 9th—TAAC (virtual); September 10th—TEA (virtual); September 11th—KCIA Pre-SCOCAO meeting; September 16th—KBOR meetings (SCOCAO, COCAO, BAASC); September 18th—DEI-CRT work group; September 21st & 22nd—HLC Site Visit

Concordia:

Brent Phillips, Dr. Julia Galm, Cindy Lamberty, and Taryn Cipra participated in the UnBlooms AI reading group this summer with faculty from Kansas Wesleyan University.

Dr. Kim Monroe and Dr. Julia Galm have completed the Cloud for Cloud professional development. Other faculty have until the end of the month to complete the professional development to receive the stipend.

Rob Zima and Dr. Julia Galm continue to work with FHSU math and English faculty on their KBOR Sunflower Fellowship grant work.

Communications and Humanities are piloting new Program Learning Outcomes this fall. Remaining general education areas will pilot new PLOs in the spring.

Tonja Bisnette and her Early Childhood Education students will accompany the Nursing Department to the Salina Community Baby Shower on Thursday, Sept. 10th. They will present on the topic of Safe Sleep.

Early Childhood classes will be partnering with KCCTO to provide the required 16-hr health and safety training module embedded in two of Cloud courses this semester, so students can earn their Health & Safety certificate requirements to work or volunteer in a licensed

early education facility. This will complete a Project-Based learning module to promote program and industry sustainability.

KVCO 88.3 FM is officially back on air. New Mass Comm instructor David Van Bebber has been working hard with two students to learn the ins-and-outs of the station. They've even done some remote broadcasts: one from the Back-to-School Pool Party and one at the Activities fair.

David is also presenting two papers at the Apologetics Annual Meeting in Wichita next month. One paper is part of his dissertation, and the other is one he wrote separately from that. The International Society of Christian Apologetics is a Theological and Philosophical organization.

GCC:

Jen Z. is serving on the Foundation Director hiring committee.

GCC's new freezer, purchased using the BCBS grant, was purchased and is stocked and ready to support students and families with food insecurity. They made sure to highlight this resource to new students at Orientation on August 18th. Photos of the stocked freezer are at the end of my report.

Adult Education orientations at GCC were held on August 3rd and 10th.

GCC's adjunct in-service was held on August 4th.

34 new and returning students attended GCC Student Services Day on August 13th.

Nursing:

Nursing students began a day earlier than other students, on August 18th, for additional onboarding and support for their coursework.

Amanda Rosser, the new Nursing Program Specialist, has been working hard not only in supporting simulation set-up, but she's also been working with others at the college to learn more about Cloud's advising and student support processes.



Assurance Argument Cloud County Community College - Concordia, KS

Review date: 09-21-2026

Welcome Message for Review Team

On behalf of faculty, staff, students, and the Board of Trustees at Cloud County Community College (CCCC), it is my privilege to welcome you to our 2026 Assurance Argument. CCCC serves educational needs through its mission to prepare students to lead successful lives and enhance the vitality of our communities. CCCC was founded in 1965 as a member of the Kansas public higher education system. The College serves the educational needs of twelve counties in North Central Kansas that spans over 9,000 square miles. The Kansas Board of Regents (KBOR) governs the state universities and coordinates the community and technical colleges. CCCC, like all Kansas community colleges, is governed by a locally elected Board of Trustees. Residents of Cloud County support operational funding through a tax levy, which accounts for approximately 20% of operational revenue. Student tuition and state performance-based funding are the other two primary sources of operational revenue.

CCCC offers a wide variety of career and transfer programs that lead to an associate degree, as well as certificates of completion. The College provides programs that promote individual opportunity and support the region's economic health. CCCC is focused on students and maintaining a highly collaborative relationship with the community. Our commitment to student success was recently recognized through KBOR's Student Success Index (SSI), which saw CCCC with the highest rated SSI among Kansas community colleges according to KBOR's 2026 Community College Data Book.

CCCC has been regionally accredited by the Higher Learning Commission (HLC) since 1977. The College's comprehensive HLC visit in October 2020 resulted in the sanction of probation. However, during its follow-up visit in December 2022, we not only saw our sanction removed, but also had every criteria listed as "Met."

Since the last visit, CCCC developed and implemented its 2025-2030 Strategic Plan, with input from students, faculty, staff, trustees, and community members. This input was not only vital to the final product, but it also ensured we took to heart the 2022 visiting team's feedback to take "the time to document stakeholders, points of input, layers of review, approvals, and timelines." During AY 2025-2026, the Enrollment Management Team revised their Enrollment Management Plan to align with the new Strategic Plan.

Even with the positive results from the 2022 visit, CCCC continued working on ensuring the momentum persisted with actions taken to remove the sanction, as well as beginning work towards addressing the additional recommendations noted by the 2022 visit team and the subsequent IAC reports.

One of the major recommendations noted by the visit team and IAC was related to the sustainability of the efforts put into addressing the 2020 concerns and the potential for faculty and staff burnout. CCCC addressed that feedback with the following highlighted actions:

- Implementation of a revised Program Review process, with a comprehensive cycle of four-years as opposed to three. The final templates include faculty and staff input based on recommendations from CCCC attendees at an HLC Program Review

workshop.

- Work to reduce the number of outcomes that faculty are required to assess each semester has begun, with some programs piloting new outcomes in Fall 2026. The goal is not only to help with workload but also to make assessment practices more focused and meaningful.

The College's goal for the Assurance Argument and site visit is to document the ways CCCC has continued to adapt, evolve, and grow over the past four years. Even with the sanction removed, we understood there was plenty of work that still needed done, that in many ways, our work in higher education is never done. The pages in this Assurance Argument highlight many of the positive and continuous improvements made by every constituent at the institution. We also look forward to sharing even more with you during the site visit.

We appreciate and look forward to the opportunity to demonstrate CCCC's commitment to continuous improvement through shared governance, strategic planning, and data-supported decision making.

Cloud Proud!

Amber Knoettgen

President

Cloud County Community College

1 - Mission

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

1.A. Mission Alignment

The institution's educational programs, enrollment profile and scope of operations align with its publicly articulated mission.

Argument

Mission Development and Accessibility

Cloud County Community College's (CCCC) mission reads: "Cloud County Community College prepares students to lead successful lives and enhances the vitality of our communities." The College's mission was developed through a collaborative process that included faculty, staff, administrators, students, and the Board of Trustees. The Board formally adopted the current mission on April 28, 2017, and it is reviewed on a regular cycle as part of the institution's strategic planning process. Proposed revisions to the mission and policies include college-wide input and Board approval.

During the most recent Strategic Planning process, input received indicated that the Mission as-written still reflected the goals of the College. However, as part of that strategic planning process, and to ensure the college remains responsive to the ever-evolving educational landscape, faculty and staff reviewed and refined the Guiding Values at the Spring 2025 in-service on April 17, 2025. These updated values, first presented to the Board of Trustees in July 2025 and formally adopted in August 2025, serve as a compass for institutional decision-making:

- Success: We are student-centered, delivering forward-thinking programs of study and industry best practices that reflect the highest academic standards to ensure every student succeeds.
- Service: We make a positive difference in the lives of our students, community members, and each other through meaningful, impactful relationships.
- Integrity: We uphold the highest standards of ethics and public stewardship.
- Community: We encourage belonging within the college and surrounding communities through engaged citizenship.
- Accessibility: We provide the best value for a high quality, holistic education that creates opportunities for all students.
- Sustainability: We champion sustainability to ensure a thriving future for our students, communities, and the college in a rapidly changing world.

CCCC systematically integrates its mission into both institutional governance and public-facing communications to ensure broad alignment across its service area. This commitment

is evidenced by the transparent incorporation of the mission statement in the President's report to the Board of Trustees, administrative committee agendas, and internal professional development. CCCC's Marketing Department ensures the mission is highly visible to both internal and external stakeholders by embedding the mission into physical facilities, recruitment media, official press releases, and digital displays in campus common areas. Key institutional documents, including the academic catalog, student and employee handbooks, and the college website, prominently feature the mission to ensure students, staff, and the public can readily access the institution's purpose. Furthermore, the college produces "Fast Facts," an annual data-driven publication designed to highlight institutional successes and mission-critical priorities. Distributed via social media and prospective student correspondence, these collective efforts show how the college stays true to its mission internally and externally through its daily work.

Alignment of Educational Programs and Student Services

The college's academic programs reflect mission commitments to access, affordability, transfer preparation, workforce education, and community responsiveness. Associate degree transfer programs, CTE programs, online offerings, adult education, and dual-credit partnerships are developed and evaluated through processes that require evidence of mission alignment, labor-market relevance, and student learning outcomes. Program review, curriculum approval systems, and Zero-Based Budgeting process serve as the primary mechanisms for ensuring mission alignment.

Student support services, including advising, tutoring, TRIO, accessibility services, mental health resources, international student services, student engagement, and residence life, are structured to support student success, a core component of the mission. Support services for first-generation, dual credit, online, adult education, international students, and student-athletes, further demonstrate the institution's commitment to serving a diverse population.

Planning, Budgeting, and Operational Alignment

To ensure that available resources are allocated effectively and aligned with institutional priorities, the college utilizes a zero-based budgeting (ZBB) approach. This process ensures that institutional resources are allocated based on current needs and priorities rather than prior-year budgets. Departments are required to justify all expenditures annually, through alignment with the college's strategic plan and student learning outcomes. The process is highly collaborative and involves participation from all departments. Budget managers complete standardized budget worksheets and provide documentation demonstrating how requested funds support program or department needs, strategic plan pillars, and student success outcomes. Requests are reviewed and prioritized through a structured process that includes department leaders, directors, deans, and college administration.

Institutional planning and budgeting both reflect mission-driven priorities through an integrated resource allocation process. The college's ZBB model ensures that funding decisions are intentionally aligned with strategic goals, academic and student support needs, and institutional effectiveness priorities. Budget allocations consistently support instructional quality, student services, and mission-aligned strategic initiatives. Annual planning documents, program funding requests, budget justification materials, and institutional effectiveness reports demonstrate that resource allocation decisions are

evaluated based on mission fit, evidence of need, anticipated student impact, and contribution to institutional goals. This systematic approach ensures that financial resources are directed toward activities that advance student learning, student success, and the fulfillment of the college's mission.

When programs or practices no longer align with mission or community needs, the college employs established processes for modification or discontinuation. Likewise, new initiatives, such as improvements in academic advising, expansion of workforce pathways, or technology upgrades, are implemented to strengthen mission fulfillment.

Enrollment Profile Aligned with Mission

CCCC's enrollment profile is a direct reflection of its open-access mission. By serving a diverse demographic, including first-generation learners, international students, and a robust dual-credit population, the college fulfills its mandate to provide high-quality education to a predominantly rural, twelve-county service area.

Orientation and Mission Communication

Mission expectations are incorporated into orientation programs for students, employees, and Board members. New Student Orientation introduces the mission and the college's student-success philosophy. New employee orientation and onboarding processes emphasize the mission's role in guiding instructional and service expectations. Board member orientation includes an overview of the mission, governance responsibilities, and strategic priorities.

Recruitment and Public Messaging

Recruitment materials, marketing publications, admissions communications, and outreach presentations reflect mission themes such as access, opportunity, affordability, and community service. Messaging is coordinated across departments to ensure consistency with institutional values and strategic priorities.

Sources

- 1A 7.25.2025 Minutes
- 1A 8.25.2025 Minutes
- 1A Accessibility Services
- 1A Advising
- 1A Board Retreat Packet
- 1A CCCC Fact Sheet
- 1A Employee Onboarding
- 1A International Students
- 1A Mental Health Services
- 1A Mission & Guiding Values-TV screens
- 1A Mission and Guiding Values
- 1A Mission-Highway Sign
- 1A Mission-Website
- 1A President's BOT report
- 1A Press Releases

- 1A Recruitment Materials
- 1A Residence Life
- 1A Strategic Plan In-Service
- 1A Student Engagement
- 1A Student Success Center
- 1A TRIO
- 1A 8.2.2017 BOT Agenda & Minutes
- 1A 25-26 Catalog
- 1A 25-26 Student Handbook
- 1A Employee Handbook
- 1A HS Advising
- 1A Adult Ed
- 1A KBOR Demographic Profile
- 1A New Student Orientation
- 1A Procedures D25
- 1A ZBB Instructions
- 1A ZBB Schedule and Example
- 1A Admissions Communications

1.B. Mission and Public Good

The institution's operation of the academic enterprise demonstrates its commitment to serving the public good.

Argument

Cloud County Community College (CCCC) embraces its public obligation as stated in its mission of "enhancing the vitality of our communities" in its twelve-county service area. As a public, not-for-profit community college, the institution's mission is to serve the public, not itself or any superordinate entity.

This commitment is formalized in CCCC's current strategic plan, which is organized around three pillars: College Prosperity, Student Success, and Community Collaboration. The Community Collaboration pillar operationalizes CCCC's public mission through three initiatives: (1) Cultivate Business Connections, (2) Serve and Partner with Communities, and (3) Expand Service Area Visibility and Communication. Each initiative aligns institutional resources with community needs. The strategic plan itself was developed with direct input from community members, ensuring that the College's direction is shaped by the constituents it is designed to serve.

The goals and activities described below, organized by Strategic Plan initiatives within the Community Collaboration pillar, demonstrate how CCCC's academic enterprise translates its public mission into concrete action.

Community Collaboration Pillar: Initiative 1

"Initiative 1: Cultivate Business Connections" creates a talent pipeline connecting students, local entities, and employers to foster mutual growth and workforce development. The goals under this initiative directly demonstrate CCCC's role as a regional economic partner—designing programs around documented community need, engaging industry advisors to keep curriculum relevant, and placing students in meaningful professional experiences. CCCC's academic programs are built in direct response to the economic and social needs of its service area.

Both CCCC's Renewable Energy (RE) and Ucrewed Aircraft Systems (UAS) & Autonomous Technology department functions as a regional economic engine, providing specialized training that attracts industry investment to the region. These departments offer certificates and associate degrees in Wind Energy Technology, Blade Repair, Substation Technician, Solar Energy, and UAS. These programs reflect the College's commitment to sustainable workforce development in an emerging field critical to the region's economic future.

Responding directly to healthcare staffing shortages in the service area, CCCC's Health Professions program created a bi-level program that allows students to sit for the NCLEX-PN exam after completing the first year of the Associate Degree in Nursing (ADN) program, enabling earlier workforce entry while students continue their education. Concurrent enrollment partnerships with Ottawa University, the University of Kansas, and

Fort Hays State University allow ADN graduates to complete a Bachelor of Science in Nursing through online coursework and local clinicals without relocating to the four-year school, keeping the workforce in CCCC's service area. To address growing demand, the department has also expanded CNA and CMA course offerings for traditional, post-traditional, and high school students.

CCCC's Education department offers an Early Childhood Education (ECE) AAS and 16- and 30-hour certificates primarily at its Concordia location, but course delivery has expanded to the Geary County Campus, local high schools through Zoom, and online courses have been developed to reach students where they are. Recognizing that childcare access is itself a barrier to economic participation in the region, CCCC's ECE instructor serves on the Geary County Child Care Coalition, directly embedding the institution in community-level efforts to address this need.

CCCC's Agriculture & Industrial Technology department offers certificates and associate degrees in Agriculture Production & Services, along with certificates in Commercial Drivers License (CDL) and Welding Technology, all credentials that directly address employer demand. These certificates are offered at both the Concordia and Geary County campuses to maximize geographic accessibility.

CCCC extends educational access to the region's most vulnerable populations through Adult Education programs offered in-person at Concordia and GCC, as well as in online formats. Students who complete a GED through CCCC receive a scholarship for one three-credit college course, a concrete incentive designed to support continued educational attainment and reduce the distance between adult education and college enrollment. Through the Accelerating Opportunity: Kansas (AO-K) Program, a statewide initiative, CCCC integrates GED preparation with concurrent enrollment in technical certificate programs at low or no cost to the students, directly lowering barriers to socioeconomic mobility. Current AO-K eligible pathways include CNA, CMA, Pharmacy Technician, CDL, and Welding Technology. These offerings are subject to ongoing evaluation and expansion based on community demand, reflecting CCCC's commitment to remaining responsive rather than static in its service to the public.

Program quality and community relevance depend on more than internal review, they require sustained input from the professionals and industries CCCC's graduates will serve. Career and Technical Education (CTE) departments at CCCC have active advisory boards. These boards consist of working professionals who advise faculty on best practices, emerging workforce needs, and curricular direction, providing a direct mechanism for community expertise to shape institutional offerings. Advisory board engagement has produced measurable results. The separation of the UAS program into a distinct academic entity was a direct response to industry experts identifying the field's differences between it and renewable energy. Likewise, the Nursing advisory committee's approval led to the implementation of the bi-level nursing program. These examples demonstrate that CCCC does not consult stakeholders as a formality; it acts on their guidance in ways that strengthen program quality and align offerings with public need.

Connecting students to real-world professional experience is integral to CCCC's public mission. Students have recently been placed in the community through the federal work-study program. CCCC's ECE program developed partnerships with multiple childcare locations in the service area where students can complete their practicum hours. These

placements reflect CCCC's understanding that its students' growth and the community's vitality are mutually reinforcing.

Sustaining community investment in CCCC's mission requires that local stakeholders understand what the College offers. To that end, CCCC actively cultivates visibility through relationship-building events. In a recent example, the College hosted Cloud County Tourism for a tour of the Technical Education and Innovation Center, showcasing the range of programs housed within the facility. Events such as this strengthen institutional relationships, position CCCC as a community resource, and create opportunities for new partnerships aligned with public need.

Community Collaboration Pillar: Initiative 2

Serving and partnering with communities is a core institutional commitment that extends CCCC's impact beyond the classroom. Initiative 2 focuses on building meaningful, long-term relationships with local organizations and businesses; recognizing that the College's public mission is fulfilled not only through credit programs but through every point of contact between the institution and the community it serves.

CCCC recognizes that educational need does not begin and end with credit-bearing coursework. The College offers a variety of non-credit community education courses on both campuses, shaped by ongoing community feedback. CCCC also partners with Motorcycle Rider Education to offer Basic Rider Education Courses. Together, these offerings reflect a deliberate effort to serve community members at every stage of life and across a wide range of interests and practical needs.

Service connects students' academic experience to the broader public good, and at CCCC, this connection is built directly into the curriculum. CCCC's College Skills course includes community service as a required component, intentionally encouraging students to engage with and contribute to the communities described in CCCC's own mission. Additionally, faculty professional development on service learning will occur during the 26-27 academic year, with a strategic plan metric of at least three academic courses including a service learning activity by May 2027 and beyond. By embedding service in coursework, CCCC cultivates civic participation not as an extracurricular add-on, but as a foundational dimension of student development.

Dual credit enrollment is one of the most direct ways CCCC reduces financial and logistical barriers to higher education for the students and families in its service area. CCCC's Vice President for Student Services (VPSS) meets annually with high school leaders or designated district representatives throughout the service area to discuss educational needs, student success initiatives, college programs and services, dual credit opportunities, and other matters of interest to district partners.

All services, degrees, and certificates at CCCC are available to dual credit students. The Dual Credit webpage provides tailored information, including Career and Technical Education (CTE) details and planning guides specifically designed for this population. By ensuring access to low-cost, college-level coursework across the service area, CCCC removes a significant financial barrier to early college access for high school students and their families. The Director of Dual Credit and Outreach Education (DCOE) provides end-to-end support for the program: onboarding and credentialing for dual credit faculty,

orientation and training for high school coordinators, application and course approval support for students, and parent resources. Outreach courses are also offered at off-campus locations throughout the service area, extending access beyond the two main campuses.

The Director of DCOE and the Director of Advisement and Retention Services collaborate to ensure students and families receive comprehensive enrollment support through advising appointments, information nights, orientations, advising worksheets, and senior recognition events. This collaborative model reflects CCCC's commitment to sustained, wraparound support rather than transactional enrollment processing.

The Dual Advising Program further complements this support by equipping high school dual credit coordinators with structured resources. The program serves not only schools within the College's service area but also extends support to students at Riley County HS and Phillipsburg HS, demonstrating that CCCC's public obligation reaches beyond its formal service area boundaries when community need calls for it.

CCCC's Concordia and Geary County Campus locations are community assets, and the College actively promotes them as such. Community and statewide organizations may reserve space at either location for conferences and meetings, making the College a gathering place for civic and professional life in the region.

Additional programming deepens this community connection. CCCC's ECE Program participates in the Teacher Free-Cycling Program, a monthly exchange of gently used ECE materials and classroom supplies that support current students, practicing educators, and parents alike. Both campuses host annual Art Shows. In Concordia, area high school students are invited to showcase their work and participate in on-campus workshops; in Geary County, the show highlights the work of alumni, employees, and current students. CCCC also invites community members to campus for a wide range of events; from celebratory occasions to scholarly pursuits. These events reflect CCCC's understanding that a community college serves its public most fully when its doors--and its intellectual and cultural life--are genuinely open to all.

Community Collaboration Pillar: Initiative 3

Initiative 3 strengthens CCCC's commitment to ensuring that the College's achievements, programs, resources, and opportunities are well-known and accessible throughout the service area. Visibility is not merely a marketing goal; it is a public good imperative. Community members cannot benefit from what they do not know exists. Through media, events, volunteerism, and strategic partnerships, CCCC works to ensure that no resident of its service area lacks awareness of what the College offers.

CCCC's public mission extends to building relationships between college students and younger members of the community, fostering civic identity and creating visible pathways to higher education. CCCC students engage with Concordia USD 333 through a variety of events within the athletic department. CCCC Athletics hosts Cloud Track Night at Concordia USD, drawing schools from across the service area, as well as hosting sports camps for service area youth. In Geary County, CCCC students volunteer with events at USD 475. Students also contribute to holiday events in both Concordia and Junction City, integrating the College into the seasonal and civic life of surrounding communities.

CCCC's commitment to community engagement extends to its employees as well.

Administration, faculty, and staff are involved in a wide variety of social, faith-based, recreational, youth, and business organizations throughout the region. To capture and document this activity, CCCC's Coordinator of Institutional Research developed a community service survey available to all faculty, staff, and student organization advisors through the employee portal in iCloud, ensuring that this dimension of institutional engagement is tracked and recognized.

CCCC recognizes that its relationship with the community involves reciprocal investment, and the College actively seeks to demonstrate the return its neighbors and partners receive. CCCC donated a portion of its land for the construction of the North Central Kansas Medical Center (NCKMC) adjacent to the College, an act that directly served the community's healthcare infrastructure. A shared Highway 81 Digital Sign partnership between NCKMC and CCCC further reflects this collaborative, mutually beneficial relationship between the institution and a key regional partner.

CCCC's public mission is visible not only on campus but throughout its twelve-county service area. The College sponsors events and activities at local high schools and community organizations. CCCC also sponsors and attends activities hosted by area businesses and community organizations, positioning the College as an active civic partner rather than a self-contained institution.

Keeping community members informed is itself a form of public service. CCCC's marketing department shares regular updates about college events and successes through news releases and social media. CCCC Athletics allows anyone to stay connected to athletics through the T-Bird Sports Network and a publicly available sports podcast. In Concordia, the digital sign extends the College's reach to passersby on one of the region's primary corridors. Staff at both campuses serve on the boards of local civic organizations, further embedding CCCC's voice and presence in the communities it serves.

Sources

- 1B Adult Ed
- 1B Advisory Boards
- 1B Ag
- 1B Allied Health
- 1B AOK
- 1B Art Shows
- 1B Athletic Events
- 1B Bi-Level Nursing
- 1B BSN Partnerships
- 1B CCCC Holiday Events
- 1B Celebratory Occasions
- 1B Cloud Track Night
- 1B College Skills
- 1B Digital Sign
- 1B Dual Credit Website
- 1B ECE Partnerships
- 1B ECE
- 1B Email to Schools
- 1B Event Sponsorships

- 1B Facilities Request Forms
- 1B Federal Work Study
- 1B GC3C Letter
- 1B MRE Agreement
- 1B Network and Podcast
- 1B Non Credit Community Courses
- 1B Nursing Advisory Bi-Level
- 1B RE and UAS
- 1B Scholarly Pursuits
- 1B SP Community Members
- 1B Sports Camps
- 1B Teacher Free-Cycling Program
- 1B TEIC Grand Opening
- 1B UAS Department Separation
- 1B USD 475
- 1B Dual Credit Resources
- 1B Dual Credit Student and Family Support
- 1B Dual Credit Support
- 1B Riley and Phillipsburg
- 1B Community Service
- 1B 25-30 Strategic Plan Pillar Three

1.C. Mission and Diversity of Society

The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

Argument

Cloud County Community College (CCCC) intentionally prepares students for informed citizenship and success in an increasingly interconnected and multicultural world. This commitment is woven into the college's Institutional Learning Outcomes (ILOs), academic programs, cocurricular experiences, and student support services, ensuring that engagement with diverse perspectives and civic responsibility is not incidental, but structural. CCCC defines diversity through a holistic lens that encompasses the global backgrounds of its student body, the unique cultural traditions of its rural twelve-county service area, and the varied socio-economic experiences of its students.

CCCC's service area is broad and mostly rural, with some urban components. Within the twelve-county service area, Junction City has the largest population at 22,431, according to data collected in 2023 by the American Community Survey from the U.S. Census Bureau. The next largest city is Abilene, with 6,449, followed by Concordia, with 5,067. For many students in this region, CCCC represents their primary, and sometimes only, gateway to global and multicultural exposure.

CCCC's student body is drawn not only from the service area, but nationally and internationally. During the Spring 2026 semester, CCCC hosted 69 students on F1 student visas from 25 international countries. The college's international enrollment remains a stable and vital component of the campus fabric, fostering a globalized learning environment for local students who may not otherwise encounter international perspectives. Many international students participate in athletics programs, while others are drawn by CCCC's reasonable tuition and lower cost of living.

The International Student Association (ISA) gives international students a vital platform for cross-cultural fellowship, helping them thrive at CCCC while enriching the broader campus community through multicultural exchange and engagement. The Student Activities Board (SAB) at the Geary County Campus deepens this cross-cultural exchange by hosting cultural potlucks that bring students together across backgrounds and create a genuine sense of belonging.

Academic programs reinforce global and multicultural awareness in the classroom and beyond. World Geography includes field trips to Yoder, Kansas, an Amish community, giving students direct exposure to a cultural tradition distinct from mainstream American life. World Music has brought in guest lecturers to speak and demonstrate about jazz and Japanese dance, connecting students to musical traditions from across the globe.

The Cook Lecture Series serves as one of CCCC's most sustained vehicles for global and multicultural awareness. The Cook family were avid global explorers who embraced travel

as life's greatest form of education, and the series they created reflects that philosophy. Funded events have appeared on the stages of Cook Theatre on CCCC's campus and the Brown Grand Theatre in downtown Concordia, featuring theatre troupes, musicians, filmmakers, authors, scholars, news professionals, and individuals with firsthand accounts of significant events including the Kent State shootings and the Holocaust. All events are free to the public, ensuring that cultural access extends beyond the campus to the broader service area community.

CCCC measures the impact of these experiences through its Institutional Learning Outcomes. In spring 2025, the General Education and Assessment Committees evolved the Diversity ILO into the Community ILO, broadening its scope to include engaged citizenship and belonging. The Social Sciences department assesses this ILO in its courses, directly connecting classroom learning to the multicultural awareness CCCC seeks to cultivate. Cocurricular programs also understand how experiences can impact students. The Athletic Department has athletes complete a survey in the spring semester regarding their views about diversity, inclusion, and cultures at CCCC. This survey assesses the Community ILO, ensuring that student athletes understand how they are part of the community at CCCC that encourages belonging.

All five ILOs--Critical Thinking, Community, Employment, Ethics, and Sustainability--are continuously reviewed by the General Education and Assessment Committees to ensure they remain aligned with CCCC's mission and the evolving needs of students.

CCCC understands that civic engagement must be practiced, not just discussed. The college embeds opportunities for democratic participation, public service, and community responsibility across its academic programs, student organizations, and cocurricular activities, ensuring that all students, regardless of program or campus, have meaningful pathways to engaged citizenship. In the classroom, College Skills, CCCC's first-year experience course, requires community service as part of its curriculum, establishing civic responsibility as a foundational expectation from a student's first semester. The Nursing Department provides multiple opportunities for civic engagement throughout its program, and collaboration between Nursing and Early Childhood Education integrates healthcare and emergency care training for young children, connecting students' professional preparation directly to community need.

Student-led organizations are intentionally structured to give students hands-on experience in civic participation. The Student Senate, as the elected governing body of student life, models democratic processes by providing a forum for student expression and voices. Its commitment to civic duty is demonstrated by annual campus-wide Constitution Day observances and student senate representation on college standing committees. Phi Theta Kappa (PTK) bridges scholarship and service through high-impact community projects, including managing Thor's Cupboard and Closet to address campus basic needs and participating in "High Five Fridays" at Spring Valley Elementary.

CCCC extends civic engagement into student support services as well. The TRIO Student Support Services program ensures that first-generation and low-income students have equitable access to cultural literacy by sponsoring visits to regional museums and theatrical productions. The Presidential Ambassadors program cultivates civic leadership by placing student representatives in roles that connect the institution to its alumni and donor community. Federal work-study and internship placements at local nonprofits, including the

Brown Grand Theatre and National Orphan Train Museum, provide students with hands-on experience and professional development in the real needs of the CCCC service area. The Library formally assesses the Ethics ILO, closing the loop between civic responsibility and measurable student learning.

The college also promotes regional wellness and social responsibility through programs that reach beyond the campus. The Geary County Campus Community Choir performs for residents in senior living and detention facilities, bringing the arts to community members who might otherwise lack access. CCCC provides awareness about suicide in September for Suicide Prevention and Awareness Month, and in 2025, the college's mental health counselor encouraged students, staff, faculty and the public to attend suicide prevention training. The SAB at the Geary County Campus organizes food drives that directly support community members facing food insecurity.

The Athletic Department operationalizes CCCC's Guiding Value of Service through a sustained, repeated community presence rather than one-off events. Cross Country, Baseball, and Basketball programs engage with welcome-back events and fitness marathons at local elementary schools, modeling civic responsibility for student-athletes and the young students they serve. Athletic programs also organize fundraising for civic causes that resonate with their players.

CCCC's service area includes communities whose economic vitality depends on industries ranging from healthcare and agriculture to renewable energy and small business. The college connects students to these regional realities through academic partnerships, industry engagement, and career development programming, ensuring that student learning is grounded in the authentic workforce needs of the communities CCCC serves. Academic departments are active brokers of this community connection. The Business department hosts an annual business professional panel where local leaders come to campus to share their experiences with students, building direct relationships between the next generation of professionals and the regional business community. The "Introduction to Entrepreneurship" course takes students on field trips to local businesses, giving them firsthand exposure to the challenges and opportunities of operating in a rural regional economy. The Renewable Energy department connects students with industry leaders by hosting them on campus, aligning student preparation with the demands of an emerging sector critical to North Central Kansas. The Social Science department regularly brings in community speakers on topics including domestic violence, law enforcement, and counseling, connecting students to the social service infrastructure of the region and the professionals who sustain it.

Student organizations extend this workforce connectivity beyond the classroom. CCCC's Student Nurse Organization (SNO), along with CCCC's chapter of HOSA-Future Health Professionals, directly supports the regional healthcare infrastructure by conducting community health screenings, where members practice clinical skills in real-world settings while fostering a culture of wellness across the CCCC service area. The Horse Judging and Rodeo Team, rooted in the agricultural heritage of North Central Kansas, develops the critical thinking and evaluative skills essential for professional careers in livestock management and agricultural business. PTK's "Lunch and Learn" events provided students with opportunities to engage with CCCC instructors who focused on their research during their own schooling and how those professional skills brought them to CCCC.

The Career Center, housed within the Student Success Center (SSC) serves as a structural

bridge between CCCC and local employers, facilitating employment partnerships that connect students directly to opportunities within the service area, both through posting of local jobs on the college's website, as well as by hosting a career fair.

The variety of services that dual credit, online, and outreach options offer further fulfill CCCC's public obligation to provide educational opportunities across all twelve counties, ensuring that geographic or economic barriers do not prevent students from accessing the programs and connections that lead to regional workforce participation. Together, these efforts demonstrate that CCCC's commitment to civic engagement in a diverse, multicultural, and globally connected world is not confined to any single program or department. It is embedded in the institution's learning outcomes, operationalized through its academic and cocurricular programs, and sustained by an ongoing commitment to assessment and improvement.

Sources

- 1C ILO Revision Minutes
- 1C Athletics Program Review
- 1C Athletics
- 1C Business Panel
- 1C Career Fair
- 1C College Skills
- 1C Community Baby Shower
- 1C Community ILO
- 1C Constitution Day
- 1C Cook Lecture Series
- 1C Entrepreneurship Field Trip
- 1C Federal Work Study
- 1C GCC Community Choir
- 1C Horse Judging and Rodeo Team
- 1C ILOs
- 1C International Tuition and Fees
- 1C ISA Social Media
- 1C Library Program Review
- 1C Nursing Civic Engagement
- 1C Presidential Ambassadors
- 1C PTK High Five Fridays
- 1C PTK Lunch and Learn
- 1C RE Industry Leaders
- 1C SAB Cultural Potlucks
- 1C SAB Food Drive
- 1C SNOSA Health Screenings
- 1C Social Science
- 1C Suicide Prevention Month
- 1C Thor's Cupboard and Closet
- 1C TRIO Cultural Events
- 1C Volleyball
- 1C World Geography Syllabus
- 1C World Music

- 1C Social Science Classes

Criterion 1 Summary

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

Argument

Faculty, staff, students, and alumni take pride in being "Cloud Proud," which means keeping the mission and guiding values at the forefront of everything the college does: from strategic planning and daily operations to the roles it serves in improving its service area. CCCC makes a positive difference in the lives of its students and communities and is committed to the strong partnerships it continues to develop.

A particular strength is CCCC's commitment to the "community" aspect of community college and involving students in community outreach. This commitment is also evidenced by faculty and staff, who are leaders in their communities and prioritize continued engagement with external constituents, from business and community leaders to area high schools, to keep the needs of its constituents in mind as it completes its mission.

CCCC's commitment to "preparing students to lead successful lives and enhancing the vitality of our communities" is evidenced in many ways, whether that's by offering summer programming for area elementary school children; expanding entry to Career and Technical Education courses by participating in statewide initiatives; working with advisory boards to meet area workforce needs; or ensuring CCCC communities have access to quality programming through the Cook Series.

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

In fulfilling its mission, the institution acts with integrity; its conduct is ethical and responsible.

2.A. Integrity

Actions taken by the institution's governing board, administration, faculty and staff demonstrate adherence to established policies and procedures.

Argument

Integrity is one of Cloud County Community College's (CCCC) guiding values and is defined throughout the college as, "We uphold the highest standards of ethics and public stewardship."

As a public institution, CCCC also complies with applicable policies and regulations established by the Kansas Board of Regents (KBOR). College administration monitors changes to KBOR requirements and updates institutional policies and procedures as needed to ensure continued compliance with state regulations while supporting the governance responsibilities of the College's Board of Trustees (BOT). CCCC's BOT are a locally-elected board whose governance of the College also ensures transparent stewardship of Cloud County tax dollars utilized by the institution. KBOR does not have direct oversight of community colleges in Kansas but is a coordinating body for those institutions.

Governing Board

Integrity guides all aspects of the college starting with the BOT, a six-member, elected board. The College establishes policies and procedures to ensure that members of the BOT serve in a fair and ethical manner. New board members are provided a Board of Trustees Handbook outlining their role, responsibilities, and ethical conduct. Additionally, the handbook covers guidelines for how the President and BOT should work together towards shared governance.

CCCC maintains an established policy for the ethical behavior and potential conflict of interest of Board members, which complies with applicable local, state and federal laws. BOT members annually sign a Statement of Ethics and Conflict of Interest form that is recorded in the President's office.

After new or revised policies have been approved by committees and cabinet, they are brought for discussion and approval to the BOT at a board meeting. The first meeting is for discussion of the new or revised policy, and the subsequent meeting is for approval. This allows the BOT to review and ask questions before they approve a policy. All established college policies are approved and amended by the BOT policy governance and are

reviewed on a three-year cycle at minimum. The BOT schedules regular monthly meetings according to established policy to conduct regular business, and adherence to this policy is documented through agendas and meeting minutes.

The BOT has the responsibility to appoint and evaluate the President of the college. Procedures outlining the process are listed within Policy B9. The President's annual evaluation is completed using an evaluation form to ensure adherence to the policy set by the BOT.

Administration

College purchasing policies and procedures, and guidelines for the bidding process, including terms and conditions, are adhered to and publicly posted on the college webpage and are followed to ensure a fair and ethical process for integrity and transparency. F7 follows state statute guidelines and ensures compliance and effective implementation at the College.

The College utilizes Jenzabar to manage purchasing through a standardized requisition approval process. Requisitions are reviewed for supervisory approval, budget availability, and administrative authorization before purchase orders are issued, ensuring compliance with institutional purchasing procedures and responsible stewardship of College resources.

The Finance Committee, consisting of the President, Vice President for Academic Affairs (VPAA), Vice President for Student Services (VPSS), Vice President for Administrative Services (VPAS), and three appointed BOT members, meets monthly prior to regular board meetings to review expenditures and finances. The financial section of the board packet includes the statement of revenue and expenses; the cash balance on hand; fund balance reports; cash by fund statement; a list of expenditure approvals exceeding \$25,000; and the approval to pay all claims. During the regular monthly board meeting, the BOT grants prior approval for all expenditures of \$25,000 and over, when needed.

The administration proposes a recommendation annually for tuition and fees to be set according to policy and then presents the recommendation to the Student Senate before it goes to the BOT for final approval. Students provide open feedback, which is shared with the board when presented with them, and students appreciate the opportunity to share, further reinforcing the effectiveness of F6.

The college's accounting policy states that the college "shall engage the services of an independent certified public accounting firm to conduct an annual audit," which has been provided by Jarred, Gilmore & Phillips, PA for the last several years. Upon conclusion of audits, the firm presents an analysis of the collegewide financial/compliance audit for the institution that tests internal controls and ensures compliance with regulations, especially those for federal programs. The most recent audit from 2025 was presented to the BOT with no audit findings. Additionally, the Foundation Office also completes annual audits, most recently for 2025 where there were no findings, demonstrating continued compliance with financial and regulatory requirements. In the past five years, there have been no findings in the annual audits.

Faculty and Academic

Academic processes for faculty are detailed in College Policies, "Section D: Instruction."

Academic policies and procedures that are new or due for review according to the three-year review cycle are discussed in Academic Affairs subcommittees, and then proposed changes are submitted to the Academic Affairs committee for approval, before being sent out to all faculty and staff for review. Policies and procedures are then reviewed by Cabinet, who has final approval on procedures. The BOT has final approval for policy adoptions and revisions.

The most common policies that drive faculty operations day-to-day include, but are not limited to:

- D3: Grades and Grading (Policy and Procedures)
- D5: Enrollment and Withdrawal (Policy and Procedures)
- D10: Course Syllabi (Policy and Procedures)
- D11: Final Examinations (Policy and Procedures)
- D12: Copyright and Fair Use (Policy and Procedures)
- D17: Academic Integrity and Honesty (Policy and Procedures)
- D18: Internet Course (Policy and Procedures)
- D19: Academic Due Process (Policy and Procedures)
- D20: Textbook Selection and Deadlines (Policy and Procedures)
- D25: Assessment (Policy and Procedures)

CCCC ensures that faculty follow D3, D5, D10, D11, D18, and D25 through regular communication, reminders, and training opportunities. CCCC adopted SimpleSyllabus in 2023 to help ensure that D10 was being followed and to reduce the workload of faculty in developing syllabi each year. That system allows for the Director of Assessment, Institutional Effectiveness, and Planning (AIEP) to maintain and update all common aspects of course syllabi, such as required policies, common learning outcomes, and student service statements. Faculty are then required to update their specific policies, assignments, and expectations each semester. When SimpleSyllabus was adopted, the College revised D10 to reflect which portions of the syllabus an instructor needed to update and which were common areas updated by the Director of AIEP. Faculty evaluations are also tied to D3, D10, D18, and D25 to ensure that faculty are in compliance with those policies and procedures.

Faculty are provided reminders on D19 at the beginning of each academic year to ensure they understand the process and can communicate students' right to academic due process effectively to them. When students wish to submit a complaint or challenge through D19, often advising will work to help them complete the required form, if needed, and students are guided through the process throughout, especially if a complaint or challenge inadvertently goes to a Dean or the VPAA before being addressed through Step 1. In those cases, the student is reminded and encouraged to follow the process. The use of forms was implemented in 2023 to more effectively document communication and resolutions at each step, and the procedures were refined again slightly in 2024 when feedback showed that there was some uncertainty still around what constituted a disputable event.

Other academic policies that CCCC uses in day-to-day operations include, but are not limited to:

- D6: Clock and Credit Hour Definition and Alternative Credit Equivalencies (Policy and Procedures)

- D7: Degrees and Certificates (Policy and Procedures)
- D13: Transcripts (Policy and Procedures)
- D14: Academic Probation and Suspension (Policy and Procedures)
- D15: Academic Fresh Start (Policy and Procedures)
- D21: Administrative Drop and Withdrawal (Policy and Procedures)
- D23: Course Transfer and Program Articulation (Policy and Procedures)

Several of these procedures include forms as part of their process, which helps ensure that faculty, staff, and students are all following those procedures. For example, when students are notified of being placed on academic probation or suspension, they have the opportunity to appeal those decisions. That appeal is then shared with the Probation and Suspension subcommittee, who makes a final decision on the appeal. D14 indicates clear and consistent deadlines for when appeals are due each semester, and students typically submit their appeals well ahead of the deadline, which demonstrates that this policy and procedure remains effective in both clearly explaining expectations and ensuring students have ample time to submit appeals.

Similarly, CCCC's administrative drop and withdrawal process includes communication with students to provide them with enough notice of a potential drop or withdrawal for non-attendance. If a student does not reply or communicate, the Coordinator of Student Engagement and Retention submits a form, which is first sent to the Director of Financial Aid for review and signature, before being sent to the VPAA for final approval. CCCC recently updated Procedure D21 due to a higher number of students that were being administratively dropped for non-attendance in one or two courses, but who were attending the rest of their courses. This created an undue burden on the Coordinator of Student Engagement and Retention to compile the forms, paperwork, and communication, so the procedure was changed to indicated that a student would be administratively dropped for non-attendance only if it applied to their full schedule. This has benefitted CCCC students and staff because it not only reduces the workload of staff, but it also helps redirect their time in helping students to re-engage in those one or two classes, emphasizing retention rather than the drop whenever possible.

CCCC's Registrar is responsible for all incoming requests for transcripts, transfer credit, and credit for prior learning (CPL), guided by D6, D7, D13, and D23. The registrar works with academic department chairs and relevant faculty to help determine transfer and CPL requests, when they are unclear or not directly articulated.

Handbooks and the Master Contract provided to faculty also reinforce adherence to policies and procedures, as well as highlighting any specific processes that guide them:

- Faculty Handbook
- Adjunct Handbook
- Master Contract: Academic Freedom
- Master Contract: Grievance Policy

Staff

CCCC operates with integrity in respect to its employees with established policies designed to promote fair and ethical conduct in its faculty, staff, and administrators. The Human Resources (HR) Office is responsible for overseeing personnel management.

The college maintains current policies and handbooks for the following to establish practices for fair and ethical conduct:

- Employee Handbook
- Personal Relationships
- Employee Resolution (Policy and Procedures)

CCCC has a General Complaint Policy Process and respective form, which is used to resolve complaints not covered by other policies, such as Academic Due Process or Title IX. The Director of HR tracks all complaints received this way to ensure the loop is closed. The College recently updated the processes outlined in E18, as it was sometimes unclear which area complaints should be directed to for resolution, and the student appeal process differed from other college policies. The updated process is working effectively, with the college seeing a quicker turnaround on resolutions and improved communication throughout the process for all parties involved. Since this policy was revised, six investigation complaints have been acted on, and there is now a better process for the students to have resolutions.

Policies and procedures regarding harassment, retaliation, and discrimination are established and adhered to through documenting, investigating any alleged acts of harassment, retaliation and/or discrimination, and maintaining an updated complaint log. These policies and procedures include:

- C5: Non-Discrimination (Policy and Procedures)
- C9: Harassment, Retaliation, or Discrimination (Policy and Procedures)
- E17: Sexual Respect and Title IX

The HR Office oversees all online training for FERPA, Sexual Harassment and Assault, and Title IX that is required for all full-time employees. These trainings are conducted through SafeColleges, a third-party provider. New employees are offered training regarding the SAVE Act and Hazing as per federal statute. In 2025-2026, 98% of full-time employees completed required compliance training through Safe Colleges, demonstrating adherence to institutional training requirements. The goal remains 100% completion, and in efforts to meet that goal, the Director of HR provides updates to supervisors during weekly cabinet meetings on any employees who have still not yet completed one or more trainings. The supervisors then follow up with those employees to ensure completion.

Policies and procedures are established to ensure fair and ethical conduct related to the hiring of college personnel. When supervisors request to hire a new or existing position, a Hiring Rationale Form is submitted to the Director of HR. The Director forwards it to the appropriate VP, the VPAS, and the President for approval. Once approved, the Director of HR facilitates the advertising and hiring process. When a preferred candidate is identified, the supervisor submits a Hiring Recommendation to the Director of HR. The Director then forwards it to the appropriate VP, VPAS, and President for approval to make an offer. The BOT then approves hiring decisions for full-time faculty and salaried staff positions. CCCC utilizes templates for the Rationale and Recommendation forms to ensure ease of use and consistency in the process for supervisors and administrators. Hiring search committees utilize a ranking matrix to ensure candidates are all considered objectively.

The following are adhered to for all full-time positions:

- D22: Faculty Qualifications (policy and procedure)
- Faculty Master Contract: Hiring New Professional Employees
- Faculty Master Contract: Securing and Maintaining Professional Employees
- AP7: Administrative Personnel - Resignation, Termination, and Nonrenewal
- SS6: Support Staff - Separation of Employment

When reviewing faculty qualifications, department chairs and division deans evaluate transcripts and other qualifying criteria and document eligibility for courses on the faculty credential verification form and spreadsheet. This procedure was recently revised to allow for additional qualifying categories and criteria to help ensure that CCCC can meet the instructional needs of its service area, while also remaining rigorous in its expectations. Since that revision, one adjunct instructor has been approved under the new credential category, which demonstrates effectiveness of the revision since it allowed for additional faculty to be credentialed but not such a high number as to be concerning that the rigor was reduced. Another revision to college processes surrounding faculty qualifications was related to the timing of the faculty credential form completion for full-time faculty hires. In the past, qualifications were informally reviewed by the hiring committee and the form was then completed after hiring. Now, in order to document compliance before hiring, the faculty credential form is attached to the hiring recommendation form for faculty positions.

Full-time staff are evaluated annually according to Policies AP9 and SS7. Evaluations for both administrative staff and support staff are kept on file with the Human Resources office.

CCCC's Admissions policy and procedures guide staff related to incoming students. While revising Policy E2, CCCC recognized the need for a centralized source of information for international students, from pre-arrival to post-arrival. International Student Admissions procedures are included within Policy E2 and referenced in International Student Information. E7 was also revised to improve communication and support for international students. Adherence to this policy is completed by providing guidance. Staff sends the following to every international student: a verification email, an international cost breakdown, an English language proficiency verification, a sponsor affidavit form, the student airport transportation request, and an international student admissions checklist. The improvements to international student processes have reduced the workload of the Director of Admissions, who is the primary staff member responsible for processing visa requests, and the staff members who help with transportation and orientation, by getting information into prospective students' hands sooner, which helps them make a more informed decision about their ability to attend CCCC and what is required. This means the Director of Admissions is fielding fewer questions and processing fewer applications, so their attention is focused where it is most needed, and other CCCC staff are also better prepared when international students arrive.

Policy Effectiveness

Overall, CCCC evaluates policy and procedure effectiveness in several ways. The first is through external guidance, such as ensuring that relevant policies and procedures reflect current state and federal statutes and language. This happens both through the regular three-year review cycle, as well as when any changes occur and updates need to be made based on those deadlines. Examples of these include E17: Sexual Respect and Title IX, which is reviewed anytime federal guidelines change; D7: Degrees and Certificates, which adheres to KBOR's standards; and C5: Nondiscrimination, which was recently updated to

reflect federal and state recommendations to remove specific references under “sex” in the policy.

The second way CCCC evaluates effectiveness is through the day-to-day operations of the college. By ensuring open communication across departments, whether through standing committees, informal recommendations, such as an email, or issues and concerns being communicated to the relevant VP who can share at cabinet, ineffective policies can be addressed quickly and then taken back to the standing committee overseeing the policy/procedure in question. One example is the recent revision to D21: Administrative Drop and Withdrawal, which was scheduled to be reviewed in Spring 2026, but was reviewed earlier alongside D14 and D15 in Fall 2025, when the D14 and D15 subcommittee recognized a minor issue in D21 that could be addressed in the Fall and implemented for Spring. Another example in this category was the creation of F15: Social Media, a policy and procedure that only existed informally prior to its implementation in December 2025. CCCC recognized that the informal process lead to many student groups and academic areas creating and running social media accounts to highlight and help recruit, but the Director of Marketing was struggling to maintain a record of all of those accounts, and the College had no formal policy to request an account or provide expectations and guidelines.

Finally, policy effectiveness is demonstrated through the regular three-year review cycle that all policy and procedures at CCCC go through, at minimum. This ensures not only that the policy and procedures are effective, but also that they are still being followed according to how they are outlined, and adjustments are made as needed. An example here is D18: Internet Courses, which was reviewed in Spring 2026 as part of the three-year review cycle. During that review, the Director of Online Services noted that Steps 2 and 3 in the procedures for “Development of Internet Courses” stated that the Department Chair was the responsible party to start the process for a faculty member, but faculty were starting with the Director of Online Services instead. Since that was working relatively well, the Academic Affairs committee approved the recommended change for the Director of Online Services to initiate new online course development. As of this writing, all policies and procedures except those in the Administrative Personnel (AP) and Support Staff (SS) have been reviewed in the past three years. The AP and SS policies and procedures were scheduled for review in Spring and Summer 2026, but the retirement of the Director of Human Resources and training of the replacement meant these reviews were delayed slightly. However, these will be reviewed in Fall of 2026 once committees begin to meet again to review policies and procedures. Similarly, those policies that were last reviewed in Fall 2023 or Spring 2024 will be reviewed during committees over the upcoming academic year.

Sources

- 2A Form A and Form B
- 2A Probation Suspension Appeal Forms
- 2A Admin Drop-Withdrawal Form Redacted
- 2A Hiring Rationale Form Redacted
- 2A Faculty Credential Form Redacted
- 2A Credential Spreadsheet Redacted
- 2A Appeal Forms Redacted
- 2A KS Statute 74-3202d
- 2A Sample Matrices Redacted

- 2A Hiring Recommendation Memo Redacted
- 2A Complaint Form Redacted
- 2A Procedures E2
- 2A Procedures C9
- 2A Procedures F7
- 2A Policy F6
- 2A Policy F5
- 2A Policy Review Statement
- 2A Procedures D23
- 2A Procedures D21
- 2A Procedures D15
- 2A Procedures D14
- 2A Procedures D13
- 2A Procedures D7
- 2A Procedures D6
- 2A Procedures F15
- 2A Procedures D22
- 2A Policy E7
- 2A Policy E2
- 2A Policy SS7
- 2A Policy AP9
- 2A Policy SS6
- 2A Policy AP7
- 2A Policy D22
- 2A Procedures C2
- 2A Procedures C5
- 2A Procedures C10
- 2A Policy E17
- 2A Policy E18
- 2A Policy C2
- 2A Policy C9
- 2A Policy C5
- 2A Policy C10
- 2A Policy C20
- 2A Policy D23
- 2A Policy D21
- 2A Policy D15
- 2A Policy D14
- 2A Policy D13
- 2A Policy D7
- 2A Policy D6
- 2A Procedures D25
- 2A Procedures D20
- 2A Procedures D19
- 2A Procedures D18
- 2A Procedures D17
- 2A Procedures D12
- 2A Procedures D11
- 2A Procedures D10

- 2A Procedures D5
- 2A Procedures D3
- 2A Policy D25
- 2A Policy D20
- 2A Policy D19
- 2A Policy D18
- 2A Policy D17
- 2A Policy D12
- 2A Policy D11
- 2A Policy D10
- 2A Policy D5
- 2A Policy D3
- 2A Procedures B9
- 2A Policy B9
- 2A Policy B7
- 2A Policy B2
- 2A Policy B1
- 2A Policy F7
- 2A D18 Revisions
- 2A E2 Revisions
- 2A D19 Revisions
- 2A Tuition and Fees
- 2A Academic Affairs Minutes 2026.1.15
- 2A Academic Affairs Minutes
- 2A Academic Due Process Letter
- 2A Academic Probation and Suspension Letter
- 2A Adjunct Handbook
- 2A Admin Drop-Withdrawal Form
- 2A Administrative Appraisal
- 2A Appeal Forms
- 2A Audit 2025 Presented BOT
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- 2A B List Examples
- 2A BOT Handbook 2026
- 2A BOT Minutes 2026.1.26
- 2A BOT Policy Approval
- 2A C5 Revisions Approval
- 2A Cabinet Minutes 2026.1.20
- 2A Complaint Form
- 2A Complaint Log
- 2A CPL Request
- 2A Credential Spreadsheet
- 2A D7 KBOR Revisions
- 2A Divison Meeting Minutes
- 2A E17 Federal Revisions
- 2A EMINA
- 2A English Language Proficiency Verification
- 2A Faculty Credential Form

- 2A Faulty Evaluation
- 2A Financial Section Examples
- 2A Form A
- 2A Foundation Audit 2025
- 2A General Terms and Conditions for CCCC
- 2A Grade Reminder
- 2A Hiring Rationale Form
- 2A Hiring Recommendation Memo
- 2A International Cost Breakdown 25-26
- 2A International Student Admissions Checklist
- 2A Master Contract, Section 09.0
- 2A Master Contract, Section 36.2
- 2A Master Contract, Section 70
- 2A Master Contract, Section 95.0
- 2A Online Canvas Course
- 2A Organizational Meeting Agenda
- 2A Organizational Meeting Minutes
- 2A Policy Flowchart
- 2A President's Eval Survey Form
- 2A Process Communication
- 2A Sample matrices
- 2A Simple Syllabus
- 2A Sponsor Affidavit Form 2025
- 2A Statement of Ethics and Conflict of Interest
- 2A Student Airport Transportation Request
- 2A Student Fees Meeting Minutes
- 2A Student Services Committee Minutes
- 2A Support Staff Eval Form
- 2A Textbook Adoptions
- 2A Training Completions 2026
- 2A Training Reminder

2.B. Transparency

The institution presents itself accurately and completely to students and the public with respect to its educational programs and any claims it makes related to the educational experience.

Argument

Cloud County Community College (CCCC) strives to be transparent and clearly present itself to all current and potential students, alumni, and the general public. Information on the website is regularly reviewed and updated by departments, in conjunction with Marketing, to ensure accuracy and transparency.

Through accurate communication of academic information, institutional policies, personnel, financial obligations, accreditation, and student services, the College demonstrates its commitment to integrity and provides students and the public with the information needed to make informed decisions. In addition, CCCC fulfills its mission by promoting meaningful community engagement and experiential learning opportunities that enhance student learning and strengthen the communities it serves.

Academic Departments, Information, Events, and Services

The College Catalog is updated prior to each academic year and serves as the primary and official document for communicating academic policies, academic program information, and course information to students.

Academic Departments consist of the following: Agriculture and Industrial Technology; Business; Communications; Education; Health and Human Performance; Health Professions; Interdisciplinary Studies; Mathematics and Engineering; Health Professions; Renewable Energy; Science; and Social and Behavioral Science.

Each semester, course schedules are developed for the subsequent semester, including summer and winter terms.

The “Academics” page of CCCC’s website is broken down into four areas: *Academic Departments*, *Academic Information*, *Academic Events*, and *Academic Services*.

The *Academic Department* area provides links to the descriptions for each program CCCC offers.

Academic Information links to the following:

- Academic departments
- Academic accountability and gainful employment
- Assessment
- Faculty & Staff
- Canvas learning management system

- Class schedules and calendars
- College catalog
- Dual Credit
- Online
- Outreach
- Transferability

Academic Events provides links to the Cook Series and Full calendar of events.

Academic Services includes:

- Adult Education/GED
- Advising
- Accessibility Services
- iCloud
- Student Success Center
- Library
- Observatory
- Student Retention
- Student Support Services (TRIO)
- Transcript Requests

CCCC's student handbook, website, social media, and marketing materials provide clear and complete information about programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Requirements

Standard requirements ensure uniformity among all college entities, including but not limited to requirements for admission, athletics, international students, financial aid, graduation, faculty qualifications, grades, tuition, fees, accreditation status, etc. These requirements are outlined in each respective policy and procedure.

Personnel

A list of personnel employed at CCCC is on the College Website, located under Personnel on the "About Cloud" tab. Employees are listed alphabetically along with their department, position, phone number, and email link.

Financial Costs to Students

CCCC is committed to making financial costs to students readily available through the college website on the "Admissions" and "Consumer Information" pages. The Financial Aid office proactively provides comprehensive Cost of Attendance information to all students, helping them understand their financial obligations and explore loan and financial assistance options during the FAFSA submission process. This information helps students identify and evaluate available resources, including loan programs and financial assistance opportunities, tailored to their individual needs. With the implementation of Jenzabar Financial Aid (JFA) for AY26-27, all students will have their own specific Cost of Attendance on their JFA portal dashboards based on their enrollment and housing circumstance (on-campus, with family, etc.).

A current cost breakdown covers tuition, fees, housing, books, and supplies. Additional information regarding scholarship opportunities is available. The Net Price Calculator is an online tool that estimates costs to current and prospective students and is based, as much as possible, on their individual circumstances. Net price is defined as the cost of attendance minus the average yearly grant and scholarship aid. The interactive tool "Kansas Degree Stats" is also linked to the homepage to help students review the cost and earnings data for each Kansas college undergraduate degree program. Additionally, CCCC publishes and provides information related to the "Community College Taxpayer Transparency Act" and Kansas HB 2064, commonly known as the "Kansas Promise Scholarship Act," a state initiative that supports Kansas high school graduates enrolled in high-demand programs at community and technical colleges by providing scholarships to help CCCC students cover their educational costs in specific programs of study.

Accreditation Relationships

To provide the best academic experience, the college actively maintains accreditation relationships with the Higher Learning Commission and Accreditation Commission for Education in Nursing. CCCC also participates in Kansas Board of Regents (KBOR) Kansas Core Outcomes Group committee meetings to discuss courses for transfer within the KBOR system. Career and Technical programs, such as Renewable Energy, Agriculture and Industrial Technologies, and Health Professions, maintain Advisory Boards to support the programs and keep current with industry standards.

Communication

CCCC utilizes a range of communication outlets, managed by the Director of Marketing, including press releases that are sent out to local news outlets, and social media platforms, such as Facebook and Instagram, to keep the college community informed while presenting the college accurately and completely to students and the general public. Multiple outlets sharing news and updates ensure that information about our educational programs and related experiences is quickly accessible, truthful, and comprehensive.

Community Engagement

CCCC demonstrates its commitment to community engagement by encouraging faculty, staff, and students to participate in community activities throughout its service area. Volunteer efforts include partnerships with Concordia Elementary School (CES) supporting elementary students at their first day of classes, helping with the CES Carnival Night, reading books to CES students, serving meals at the CES back to school barbeque, helping with Fall Fest Kid's Corner, Ringin' Bells for Salvation Army, Red Cross Community blood drives, and the Spooktacular Halloween Parade. Another community event hosted by CCCC is the annual Halloween haunted forest, which had over 28 college and community volunteers giving their time and attracted 424 attendees, raising \$283.70 for the College Food Drive through free-will donations in 2025.

Additionally, the Geary County Campus (GCC) faculty, staff, and students also volunteer for many community events such as United Way's Stuff the Bus, All Treats Day, Fort Riley Fall Apple Day Festival, Nurses Week at Stormont Vail Health Flint Hills Campus, and Fresh Start Emergency Shelter Fundraiser. These activities strengthen relationships with community partners while supporting the College's mission to enhance the vitality of its

communities.

CCCC also encourages faculty and staff community engagement and economic development through the following:

- Rotary Club
- Chamber Coffee
- Involvement on local boards
- The Brown Grand
- Community Band (Concordia) and Community Choir (Both Campuses)
- Cook Series Events
- National Orphan Train Complex

Educational Experience

One aspect of the college's mission is to "enhance the vitality of its communities." As such, the college encourages student involvement in clubs and organizations that contribute to the educational experience through community engagement.

New student clubs at CCCC begin with students having an interest in bringing the club to campus. The student meets with the Coordinator of Student Engagement and Retention, who provides them with a Chartered Club Application. The student must find a CCCC staff or faculty member to sponsor the club. Once the application is completed and submitted back to the Coordinator, it is presented at the next Student Senate meeting for review and vote. Upon approval by Student Senate, it will become an official Chartered Club at Cloud. Existing Chartered Clubs must complete the form and follow the same approval process annually to renew their club's charter.

After the successful relaunch and expansion of The Silver Lining creative journal in 2022, Cloud County Community College's students, faculty, and staff have shared their creative writing and artistic talents. Each edition has expanded in size, contributors, and student involvement, providing students with hands on experience in writing, editing, graphic design, publication, and advertising. *The Silver Lining* showcases CCCC's talented community and inspires more artists and writers to share their own voices. Not only are students the core of the publication's content, but they are also integral behind the scenes in publishing the creative journal. Students in the Creative Writing II class work as student editors and follow pieces all the way through the submission, editing, and publishing processes. Students in the Design I and II courses have opportunities to assist with the design, layout, and advertising processes. This is just another way that students gain hands-on experience that they can transfer to the real world or further studies. In the 2025 edition, three student designers each had the opportunity to lay out a section of the journal. Seeing their distinctive artistic visions combined into one publication further displays the diverse talents and skills of Cloud students. The 2026 edition featured select alumni for the first time.

Flyers are posted for play production auditions and are also advertised on the college TV monitors around campus. Everyone is encouraged to try out, and no experience is necessary. The play director makes decisions about the casting and posts the results on the bulletin board by their office.

In order to "prepare students to lead successful lives," CCCC values experiential learning and uses it to contribute to the educational experience. Student Admissions Ambassadors

gain experiential learning through their CCCC recruitment efforts. Student Ambassadors develop communication and leadership skills as a CCCC role model. Presidential Ambassadors are selected through a competitive Foundation scholarship for the opportunity to engage in student leadership by representing CCCC at hosted internal and external events. Student Athletic Trainers gain valuable experiential learning by assisting the Certified Athletic Trainer in providing basic first aid, learning taping techniques, administering therapeutic treatments, and evaluating athletic injuries. Student Residential Life Assistants engage in extensive trainings before the start of each semester, focusing on helping students transition to college and make connections, mediating conflicts between residents, and address policy violations. Students in the Early Childhood Education Program participate in the Children's Center Lab classes and in community early childhood events. By engaging in hands-on experiences and reflection, students are better able to connect theories and knowledge to real-world childcare situations.

Student Clinicals within Health Professions promote active, experiential learning in the lecture and clinical learning environments. Faculty incorporate interactive teaching strategies, technology, and projects into the didactic and clinical components of the curriculum. Experiential learning is used as students move through the program and are expected to become more independent in their practice and develop a broader base of understanding.

Renewable Energy Student Interns work during summers with commercial wind farms, composite blade repair, electrical utility, solar installer, and drone operator companies, depending on their desired certificate or degree path. Internships provide students with meaningful professional experiences that prepare them to navigate workplace expectations while developing technical skills, professional networks, and career readiness aligned with their chosen field.

Student Senate is the student governing body at the Concordia campus, and the Student Activities Board is the student-led board at the Geary County campus. Student Senate and Student Activities Board collectively model good citizenship, relationship-building, positive school morale, activity planning and implementation, student expression forums, college clubs and organizations, and the promotion of CCCC's mission and values throughout the college campus and local community.

Student Success Center (SSC) Peer Tutors assist their fellow students with coursework, which reinforces their own knowledge and provides an introduction to work ethics. Career Services are also available in the SSC to college students and members of the community. Services offered include Cooperative Education Internships, job search skills, resume and cover letter assistance, and interview preparation.

Sources

- 2B 2024-2025 Music Concerts
- 2B 2025-2026 Cost Breakdown
- 2B ACEN Accredited Nursing Programs 2025
- 2B Admissions Cost Guide
- 2B Admissions Covering the Cost
- 2B Ag Advisory Minutes

- 2B All Treats Day
- 2B Athletic Training Flyer
- 2B Blood Drive
- 2B Board of Directors Brown Grand Theatre
- 2B Career Services Handout
- 2B Charter Application for Clubs
- 2B Clubs and Organizations
- 2B Community Partnership ECE 2025
- 2B Concordia Chamber of Commerce
- 2B Consumer Information
- 2B Cook Series Programs
- 2B Early Childhood Education
- 2B Fall Apple Festival
- 2B Fall Fest 2025
- 2B Fall Fest
- 2B Financial Aid Offer Letter
- 2B First Day of School
- 2B Fresh Start Emergency
- 2B Haunted Forest
- 2B HLC Status 2025
- 2B Holiday Bell Ringing
- 2B Involvement in Community Organizations 25-26
- 2B JC Community Choir
- 2B Kansas Promise Scholarship
- 2B Net Price Calculator
- 2B NOTC Members
- 2B Nursing Advisory Minutes
- 2B Personnel Directory
- 2B Play Auditions Flyer
- 2B Policy and Procedures Requirements
- 2B Presidential Ambassador Flyer
- 2B Press Releases
- 2B RA Application
- 2B RA Training Schedule
- 2B RE Advisory Minutes
- 2B Reading to CES Students
- 2B Rotary Club
- 2B SAB Multicultural Potluck
- 2B Silver Lining
- 2B Social Media
- 2B SSC Flyer
- 2B Stormont Vail
- 2B Student Ambassador Handbook 2025-2026
- 2B Student Clinicals FAQ August 2025
- 2B Student Senate Bylaws
- 2B Student Senate Minutes
- 2B Stuff the Bus
- 2B Taxpayer Transparency Act
- 2B Website Updates

- 2B Wind Tech Intern Journal Sample 2024
- 2B KS Degree Stats
- 2B KCOG

2.C. Board Governance

In discharging its fiduciary duties, the institution's governing board is free from undue external influence and empowered to act in the best interests of the institution, including the students it serves.

Argument

Cloud County Community College's (CCC) Board of Trustees (BOT) exercises independent governance consistent with its fiduciary responsibilities and in accordance with state law. Through established policies, ethical standards, ongoing trustee education, transparent decision-making processes, and clearly defined governance roles, the Board remains free from undue external influence while acting in the best interests of the institution and the students it serves. CCCC's BOT consists of six publicly elected members whose authority and responsibilities are established through Kansas Statute Chapter 71, Article 14. The Board provides institutional oversight, fulfills its fiduciary responsibilities, and supports the president in advancing the mission and long-term interests of the College.

Board members participate in ongoing professional development, including board training, most recently on January 13, 2026. Each trustee receives the Board of Trustees Handbook and is expected to act in the best interests of the institution by complying with Policy B7: Ethics and Conflict of Interest. Annually, Board members sign the "Statement of Ethics and Conflict of Interest," affirming their commitment to ethical governance, independent decision-making, and the avoidance of conflicts of interest. Trustees must recuse themselves from voting on matters in which a conflict of interest may exist and are expected to uphold the ethical standards outlined in the "Guide to Ethical Governance." Item Four of the "Statement of Ethics and Conflict of Interest" further affirms that each Board member will "render all decisions based on the available facts and their independent judgment and refuse to surrender that judgment to individuals or special interest groups."

The College's organizational chart clearly defines institutional reporting relationships and the separation of governance from administration. Additional guidance is provided through BOT governance policies, the conflict of interest policy, and the annual board retreat, where trustees discuss shared governance, institutional priorities, and strategic direction. The Board Organizational meeting takes place each January, during which votes are cast to select new executive positions within the board and appoint representation on college committees and community organization boards. The monthly board meetings packet is provided online to all board members via BoardBook, a software program used for managing school board meetings and disseminating meeting packets.

Policy and Procedures

Policy B4 and its procedure addresses the professional development and travel of board members and complies with State and Federal Laws. The College supports ongoing trustee education to help prepare trustees for their responsibilities. In addition to training on education and expectations, board members are required to complete Vector training that

includes FERPA and Title IX. This additional board training was implemented in 2025 through recommendations from the Kansas Association of Community College Trustees (KACCT).

Policy B8 addresses the Board's obligation to operate according to the "Standard of Good Practice," as recommended by The Association of Community College Trustees. It clearly outlines that the board "always strives to differentiate between external and internal processes in the exercise of its authority."

The "Statement of Ethics and Conflict of Interest," Item Two, specifies that members will "work with other board members to establish effective Board policies and to delegate authority for the administration of the College to the President and the Chief Executive Officer." Policy B9 states that the president of the college is appointed by the BOT, and evaluation of the president and the right to terminate the president of the institution is handled by the Board.

Transparency

CCCC demonstrates public transparency and informed decision making by the BOT. Meeting dates and times are posted on the college website. The public and media are invited and often attend these meetings. Meeting minutes from the previous two years are available online for general public access on the college website located under "About Cloud," then "Board of Trustees." Prior years' minutes are made available upon request. Additionally, the College fosters transparency and stakeholder engagement by sharing personal highlights of trustees through official College social media pages. These profiles provide insight into trustees' professional backgrounds, motivations for Board service, and personal perspectives on their commitment to the institution. By including information that reflects both professional expertise and individual experiences, the College promotes an understanding of the Board as accessible, engaged, and dedicated to acting in the best interest of the institution, its students, and its connection to the broader community.

The board meets its legal responsibilities through a legal assistance contract with the Kansas Association of School Boards (KASB) and designation of the college-appointed law firm.

Board Meeting Framework

The BOT meets publicly on the fourth Monday of every month to allow for open communication between trustees, administration, faculty, staff, and community members in efforts to enhance the institution. Agendas are accessible on the college website and sent via email to faculty, staff, and the local media. Packets are provided online to board members via Board Book. Each month has standing agenda items that are addressed: the consent agenda, administrative staff reports, discussion items, and action items. Board members can move items from the consent agenda to the discussion or action sections with proper approval according to Robert's Rules of Order. The consent agenda includes minutes from the prior meeting, financial reports, and personnel approvals. Administrative staff reports provide college updates on various aspects of the college that support the college's mission and guiding values. Discussion items vary each month and give the board the chance to deliberate in the open meeting. Action items include anything that requires board action. If necessary, executive session(s) may occur each month, but session topics are

limited to non-elected personnel; confidential matters pertaining to a student, business, or vendor; negotiations; and/or consultation with legal counsel.

Every month, the President, Vice President for Academic Affairs (VPAA), Vice President for Administrative Services (VPAS), and Vice President for Student Services (VPSS) provide reports to the Board on their respective areas of responsibility. These reports frequently highlight student, staff, and faculty accomplishments, keeping the Board informed about institutional initiatives, achievements, and activities across the College. Students are also invited to participate in monthly Board meetings, where student organizations, clubs, and athletic teams present updates on their activities, accomplishments, and upcoming events. These presentations provide students with a direct opportunity to engage with the Board while keeping trustees informed about student life and campus engagement.

Monthly BOT general meetings include a guest comments section, providing members of the public an opportunity to address the Board on College-related matters. This allows both internal and external constituents to share their opinions and views for the board members to hear and take into consideration during its decision-making deliberations.

Evidence of each meeting is available in board minutes. Monthly meeting minutes are kept by the board clerk and are available on the college website. Each year the administration and BOT have an internal budget study session and a public budget hearing, prior to the college budget being approved. This allows for input and transparency of the entire college budget process and helps ensure that financial decisions are sound in preserving and enhancing the college.

Board's Role in Operations

The board understands and accepts that they are not college employees and should not involve themselves in college operations as outlined in the "Board of Trustees Handbook, Section III: Board Member Basics - Micromanagement." The Board hires the president and authorizes them to represent the Board's decisions and carry out college policies, procedures, and any initiatives mandated by the state legislature. In turn, the president is responsible for the administrative leadership of the institution and delegates operational responsibilities to administrators, faculty, and staff through the established organizational structure. This framework ensures appropriate separation of governance and management while supporting effective institutional functioning.

Within this structure, institutional operations are carried out through a shared governance model in which the president, administration, faculty, and staff collaboratively engage in decision-making processes aligned with institutional priorities and Board-approved direction.

The Board exercises its governance role in the development and approval of the Strategic Plan, most recently for the 2025–2030 Strategic Plan, through structured oversight and engagement. In September 2023, college leadership initiated the process by establishing a timeline and framework for plan development. A SWOT survey was deployed in November 2023, followed by the formation of a Strategic Plan Committee that included representation from across the institution, including a member of the Board of Trustees.

Additional data collection occurred through a faculty and staff survey distributed in March 2024, with results shared institution-wide shortly thereafter. Based on administrative review and to ensure adequate time for meaningful planning, the decision was made to extend the

2019–2024 Strategic Plan by one year. This decision was communicated to and supported by the Board of Trustees, reflecting effective oversight and fiduciary responsibility. A plan update and preliminary findings were shared with the Board of Trustees during a June 2024 board retreat, during which board members provided feedback and guidance. Using results from all data sources, the committee developed a framework for the new strategic plan, which was shared college-wide at the Fall 2024 in-service. The committee refined the draft throughout Fall 2024 and early Spring 2025, with the draft formally presented to the Board of Trustees at the March 2025 board meeting. Feedback was solicited from both the Board and community stakeholders through surveys, and the revised draft was shared institution-wide in April 2025.

Following this campus-wide review and governance process, the Board of Trustees approved the 2025–2030 Strategic Plan on May 19, 2025. This process demonstrates the Board's appropriate governance role by providing oversight, establishing institutional priorities, incorporating stakeholder input, and approving the final strategic plan without directing day-to-day implementation.

Sources

- 2C Training Completions 2026
- 2C Organizational Chart
- 2C 2025-2030 Strategic Plan Board Input Opportunities
- 2C 2025-2030 Strategic Plan Board Representation
- 2C Procedures B4
- 2C Policy B9
- 2C Policy B8
- 2C Policy B4
- 2C Policy B7
- 2C 2026 Organizational Meeting Minutes
- 2C Agenda Link to BoardBook
- 2C BoardBook Notification
- 2C BoardBook
- 2C BOT Budget Hearing
- 2C BOT Ethical Governance
- 2C BOT Handbook 2026
- 2C BOT Highlights
- 2C BOT Micromanagement
- 2C BOT Minutes
- 2C BOT Page
- 2C BOT Retreat Packet
- 2C BOT Study Session
- 2C BOT Training 2026
- 2C Community College Elections
- 2C Guest Comments
- 2C KASB Contract 2025
- 2C Law Firm Appointment
- 2C Statement of Ethics & Conflict of Interest Form
- 2C Statement of Ethics and Conflict of Interest
- 2C Strategic Plan BOT Approval

- 2C Strategic Plan BOT Discussion
- 2C Strategic Plan Committee
- 2C Student Groups and Successes
- 2C SWOT Survey
- 2C Timeline Development
- 2C VP and President Reports

2.D. Academic Freedom and Freedom of Expression

The institution supports academic freedom and freedom of expression in the pursuit of knowledge as integral to high-quality teaching, learning and research.

Argument

Cloud County Community College (CCCC) values the principles of free expression and the open exchange of ideas. The library supports academic freedom by providing broad access to information and resources that encourage research, inquiry, intellectual exploration. Through access to diverse viewpoints and scholarly materials, the library reinforces the College's commitment to intellectual freedom and lifelong learning.

Academic freedom is formally supported through the Faculty Handbook and in the Master Contract. Students have the right to respectful free expression in classes, and viewpoints in opposition to their instructors or peers will not result in any disciplinary action or academic punishment.

Freedom of expression is further supported through Policy E1: Student Code of Conduct and its procedures, which state that "Free and open assembly is permitted subject to reasonable time, place, and manner restrictions." This policy allows individuals and groups to communicate ideas while maintaining an orderly learning environment. CCCC recently created and implemented an additional policy and procedures specifically for Freedom of Expression on Campus, in order to comply with the Kansas Intellectual Rights and Knowledge Act.

All CCCC committees, student organizations, and chartered clubs provide formal opportunities for students and employees to exchange ideas, participate in institutional decision-making, and engage in respectful dialogue across a variety of interests and perspectives.

The T-Bird Community Council promotes a campus climate where respectful dialogue and differing viewpoints are welcomed, helping create an environment in which freedom of expression can occur while maintaining mutual respect among students, employees, and visitors.

The International Student Association promotes academic success and leadership development of international students. The International Student Orientation helps to guide students as they begin their time on campus and to prepare them for engaging with others in an academic setting. Staff and faculty members speak to international students about academic expectations and freedoms, including regulations surrounding plagiarism, use of artificial intelligence, rights to appeals, and other policies. These orientation sessions help international students understand both their academic responsibilities and the freedoms afforded to them within the College's learning environment.

The Student Senate is the representative and governing body of the student population at the Concordia Campus of CCCC. The purpose of the Student Senate is to practice good

citizenship, promote relationship building, improve school morale, assist in planning and carrying out school activities, provide a forum for student expression, charter college clubs and other organizations, and to enhance the student experience at the College.

The Charles and Marian Cook Lecture Series invites speakers and presenters to CCCC who have a richness of different cultural perspectives and experiences. Presenters often have backgrounds that differ from the cultural landscape of North Central Kansas and exposes students and community members to diverse viewpoints and experiences that encourage thoughtful discussion and intellectual inquiry. For example, in 2024 Ndaba Mandela, grandson of Nelson, spoke of growing up under the auspices of his famous grandfather and how he learned from Nelson's struggles against decades of the oppressive apartheid system of South Africa. In 2025, astrophysicist Emma Loudon presented on the future of space exploration and the challenges of being a woman in a field traditionally dominated by men. Another 2025 event featured Monte Yellow Bird, (aka Black Pinto Horse), an artist who offered a Native American perspective of culture and art.

Faculty, staff, and administrative meetings, and support staff meetings are conducted with the implicit understanding that opinions and viewpoints are vital to a healthy college. The Faculty Association, under Kansas National Education Association (KNEA) auspices, is free to use college facilities to meet and organize as needed. Faculty meetings, administrative staff meetings, support staff meetings, and Student Senate meetings provide regular opportunities for discussion of institutional initiatives, campus concerns, and differing viewpoints. Additionally, members of the public are invited to attend monthly Board of Trustees meetings and may address the Board during the guest comments portion of each meeting, further demonstrating the College's commitment to open dialogue and freedom of expression.

Sources

- 2D Administrative Staff
- 2D Chartered Club Night and Application
- 2D Cook Series Programs
- 2D Faculty Minutes
- 2D International Student Association
- 2D International Student Orientation
- 2D Library Research Guide
- 2D Master Contract, Section 05.5
- 2D Master Contract, Section 09.0
- 2D Student Senate
- 2D Support Staff Minutes
- 2D TBird Community Council Minutes
- 2D Procedures E1
- 2D Policy E1
- 2D Policy E13
- 2D Procedures E13

2.E. Knowledge Acquisition, Discovery and Application

The institution adheres to policies and procedures that ensure responsible acquisition, discovery and application of knowledge.

Argument

Cloud County Community College (CCCC) promotes the responsible acquisition, discovery, and application of knowledge through institutional policies, academic integrity standards, faculty oversight, library instruction, copyright compliance, and educational resources that support ethical scholarship. Although CCCC is not a research-intensive institution, it maintains appropriate processes to ensure responsible research practices and academic integrity across the institution.

CCCC provides effective support services to ensure the integrity of scholarly practice conducted by faculty, staff, and students. All instructors use Canvas for their courses. This enables deans and department chairs to review and evaluate both face-to-face classes and online classes. Policy D17: Academic Integrity and Honesty is included in the College's course syllabus template used by all faculty. Many faculty collaborate with the librarian to provide academic resources for research assignments and discussions about the use of artificial intelligence.

The Academic Affairs office also has an Academic Integrity Log located on a secure drive. This log is used to track violations of academic integrity. Faculty complete the Academic Integrity Log Reporting Form and submit it to the appropriate division dean, who then enters the information in a spreadsheet on the secure drive. Looking back to the past five years, CCCC has seen an increase in documented cases of academic dishonesty (from 15 to 26 per year) largely due to AI. The College, like many others across the country is working to educate the faculty and students on ethical use of AI. Policy E1: Student Code of Conduct and its procedure informs students of their responsibilities regarding academic integrity. The policy is also in the student handbook and each course syllabus, which communicates relevant academic policies and procedures to students. D17 procedures establish definitions of academic integrity and honesty, expecting students to adhere to standards of honesty in all areas of academic pursuit. Students are subject to disciplinary action set by the instructor and/or disciplinary body of the college in cases of cheating, plagiarism, unauthorized collaboration, and falsification.

Instructors may impose (but are not limited by) the stated penalties, such as, counseling the student on academic dishonesty and plagiarism, altering the grade or giving zero points on the assignment, and giving an "F" or an "XF" for the class. For repeat violations (three or more), the student is reported by the Division Dean to the Vice President for Academic Affairs (VPAA). The VPAA may impose, but is not limited to, placing the student on academic probation, suspending or expelling the student, and/or having an "XF" permanently placed on the student's transcript. Students who are accused of violating Academic Integrity Policies have the right to appeal and are assured of due process of such accusations through the established academic procedures.

The CCCC librarian visits many classes on the Concordia campus, GCC campus, and several outreach high school sites over the academic year to work with students and provide instruction on how to access, evaluate, cite, and focus on ethical use of resources. The library also provides online accessible research guides for all students that reinforce responsible application of knowledge. Students can visit the library and receive individual instruction on searching the library catalog for books, accessing and searching databases effectively, evaluating and properly citing information, and avoiding plagiarism. If students are unable to visit the library in person, the same assistance is available via phone, email, and zoom. Students can also access the Ask-A-Librarian link on the library's webpage to request help from anywhere, and a librarian will contact them to provide assistance.

Copyright information is presented to faculty at their first faculty and/or division meeting at the beginning of each academic year. The college also has a copyright policy, which requires all college staff to follow copyright laws and guidelines. Additional copyright resources are available in the library for administration, faculty, staff, and students. Copyright notices are posted around campus on photocopiers and scanners. These resources reinforce the College's commitment to the ethical and lawful use of intellectual property by faculty, staff, and students.

CCCC's learning management system Canvas is equipped with the anti-plagiarism software Turnitin, which searches the internet and its databases for potentially-plagiarized material. Instructors and students are expected to adhere to the standards of proper documentation, citation, and fair use. The college does not currently have a separate AI policy, although AI has now been included in the Academic Integrity Policy (D17). An Artificial Intelligence Handbook that educates and instructs faculty about AI is loaded into Canvas department shells. In addition, the Communications Department has made available a video about the uses of AI in the classroom.

In 2019, the College formed an Institutional Review Board (IRB), which although not federally registered, adheres to federal guidelines as described in Federal Code of Regulations (45 CFR 46, revised Jan. 2019) to review all human subject related research activities conducted by faculty members, students, staff, or outside researchers using CCCC students, personnel, or facilities. While there have not been many requests for IRB approval, all faculty serving on the board are trained in the event that more proposals are submitted. There is currently one proposal being reviewed at the college. Although CCCC is not a research-intensive institution, the establishment of the Institutional Review Board demonstrates the College's commitment to ensuring that any human subject research conducted through the institution adheres to recognized ethical standards and federal guidelines. Similarly, students have opportunities to strengthen research skills through membership in Phi Theta Kappa (PTK), which provides training and resources related to scholarly inquiry and the research process.

Sources

- 2E Procedures D17
- 2E Procedures E1
- 2E Policy D12
- 2E Policy E1
- 2E Policy D19
- 2E Policy D17

- 2E Academic Integrity Log
- 2E Procedures D19
- 2E AI Instructor Guide
- 2E AI Speaker Presentation
- 2E Ask a Librarian
- 2E Copyright on Campus
- 2E IRB Report 2025
- 2E LI 2024-2025 Statistics Report
- 2E LibGuides CCCC Library
- 2E Simple Syllabus
- 2E PTK Research Project

Criterion 2 - Summary

In fulfilling its mission, the institution acts with integrity; its conduct is ethical and responsible.

Argument

Cloud County Community College's (CCCC) governance and organizational structures, along with its administrative policies and procedures, ensure the college operates with integrity--one of its Guiding Values--while encouraging ethical behavior on the part of its Board of Trustees, administration, faculty, staff, and students. The institution maintains current and updated handbooks to define practices of ethical behavior.

CCCC's catalog is updated annually and serves as the official document for communicating academic policies, programs, and course information. The college focuses on continuously improving and utilizing its website, marketing publications, and social media to represent itself clearly and completely to the public.

The college ensures its Board of Trustees members receive annual training, including a guide to ethical governance, understanding the board's role, and expectations on Title IX and Student Privacy Rights, to ensure the trustees are well-rounded and represent the college and the community to the best of their abilities. Board retreats focus on outlining goals and opportunities for the college, along with a current board handbook serving as a guide for board members to clearly outline their responsibilities. Board members are empowered to act responsibly and autonomously to make decisions in the best interest of the institution. Monthly board meetings ensure transparency in board deliberations and allow for input from all constituents.

CCCC has implemented a regular process of reviewing and approving all college policies and procedures. All policies and procedures are reviewed and, where appropriate, updated every three years, at minimum. To ensure that policies and procedures are accurate, timely, and informed, all reviews and updates include internal perspectives, both through standing committees and broader requests for feedback, as well as external ones, particularly when policy and procedure relates to federal or state guidance. All policies and procedures are communicated to faculty, staff, students, and the public through the website. Additionally the course catalog, course syllabi, and student handbook include relevant policies and procedures to ensure transparency and understanding across the institution.

Academic integrity is promoted across the institution and additional tools, such as library instruction and Turnitin, help reinforce the importance of and compliance with academic integrity.

Sources

There are no sources.

3 - Teaching and Learning for Student Success

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness in fulfilling its mission. The rigor and quality of each educational program is consistent regardless of modality, location or other differentiating factors.

3.A. Educational Programs

The institution maintains learning goals and outcomes that reflect a level of rigor commensurate with college-level work, including by program level and the content of each of its educational programs.

Argument

Cloud County Community College's (CCCC) mission is to prepare students to lead successful lives and enhance the vitality of its communities. Success comes in many forms, and the institution strives to ensure learning goals are met through a comprehensive offering of certificates and degrees to prepare students for employment or transfer to other institutions.

Learning Outcomes

CCCC has five institutional learning outcomes (ILO): Community, Critical Thinking, Ethics, Employment, and Sustainability. All students completing a degree from CCCC should be able to demonstrate and apply these outcomes. The ILOs are distributed throughout academic and cocurricular programs. The Community ILO was created in Spring 2025 when CCCC's guiding values went through a similar change.

Every program has identified program learning outcomes (PLO) for its certificate and degree options. These learning outcomes are listed in the catalog within each program and can be found on the website. Technical programs' outcomes, such as agriculture and early childhood education, are designed so they stack from the 16-hour certificate up through the 62-hour associate degree. Advisory boards comprised of local and regional employers meet at least once per semester to provide input on workplace skills, industry standards, and market changes, which guide program outcomes as well as course and curriculum modifications in career and technical programs

Transfer programs in Business, Education, and Health and Human Performance developed PLOs based on industry or academic standards. Transfer programs in disciplines considered general education (communication, humanities, math, science, and social science) use CCCC's general education outcomes (GEO) as their PLOs. The College is currently reviewing this practice after curriculum mapping in Fall 2025 revealed excessive overlap and complexity when GEOs serve as PLOs and are assessed on every student in general

education courses. CCCC is developing tailored program learning outcomes for these transfer programs to better measure student learning within the major.

Most course learning outcomes (CLOs) for career and technical programs are based on industry standards and program advisory board recommendations. The majority of courses in transfer programs have CLOs developed by the Kansas Core Outcomes Groups (KCOG), which is comprised of representatives from all public colleges and universities in Kansas and are reviewed on a five-year cycle. These outcomes are aligned through the Kansas Board of Regents (KBOR) Systemwide Transfer to ensure transferability. Courses not included in the Systemwide transfer list use CLOs developed by program faculty.

Academic Policies and Degree Requirements

Section D, Instruction, of Board of Trustee (BOT) Policies and Procedures address all aspects of the educational programs at CCCC including Curriculum, Attendance, Clock and Credit Hour Equivalencies, Academic Integrity and Honesty, Academic Due Process, Faculty Qualifications, and Course Delivery Formats. A key component of Section D is ensuring academic rigor and consistency across all the college's courses and programs, regardless of modality. All policies and procedures are reviewed every three years unless changes are needed sooner.

CCCC offers undergraduate education at the associate degree and certificate levels, awarding Associate of Arts (AA), Associate of Science (AS), Associate of General Studies (AGS), and Associate of Applied Science (AAS) degrees, as well as fifteen technical certificates. During AY25 the college awarded 211 associate degrees and 81 technical certificates. In addition, 176 certificates of completion were conferred.

All associate degrees require a minimum of 62 credit hours, per Policy and Procedure D7. All 30- and 45-hour certificates include general education requirements. In Spring 2026 the need for at least one general education course in the 16- or 18-hour certificates was removed based on review of similar certificates offered in Kansas and industry recommendations. All requirements for degrees, certificates, and course prerequisites are listed in the catalog and on CCCC webpages.

The Associate of Applied Science degree in Nursing is the only program with external accreditation, which adheres to accrediting standards from the Accreditation Commission for Education in Nursing (ACEN). It is also the only program at CCCC with pre-requisite coursework and a placement exam as part of the admission process. The nursing program recently revised their curriculum to a bilevel program at the suggestion from their advisory committee and approval from the Kansas State Board of Nursing. The bi-level program allows students to take the Practical Nurse exam at the end of year one. This helps students to earn higher wages while filling community needs as an LPN as they complete the second year.

While not accredited by any formal body, CCCC's CDL program follows state and national guidelines, with a curriculum that progresses from students earning a Commercial Learner's Permit, passing a drug test, and being entered into the Entry Level Driver Training (ELDT) data portal mandated by federal regulations. Similarly, the Renewable Energy (RE) advisory board for Wind Energy Technology recently recommended that instructors and students obtain credentials from the Global Wind Organization (GWO) to better prepare

students to be employed by wind companies, and CCCC is in the process of receiving GWO certification.

In CTE programs, such as ECE and Agriculture, not only are PLOs stacked as noted above, but whenever possible, degrees are designed so students can earn available 16- and 30-hour certificates as they matriculate to the AAS.

In response to continuing changes in the use of digital resources in all aspects of business and industry, a new degree, Digital Entrepreneurship was developed for the 2024-2025 academic year. The program is housed in the Communications Department but includes many Art and Business courses as well.

Quality and Rigor Control

Student success in the workplace or transfer institutions after leaving CCCC is dependent up courses that are up-to-date, high-quality, and rigorous. Quality and currency of the courses and programs are maintained through multiple internal steps involving faculty, staff, and administration. Faculty qualifications guide the hiring of instructors for courses within each program. These qualifications ensure content experts are in front of students. Syllabi with teaching and learning expectations are reviewed before approval by department chairs to publish for students. Both full-time and adjunct instructors are evaluated on course content and teaching as part of the evaluation system. All instructors, regardless of modality, are expected to cover and assess all learning outcomes within the courses they teach as well as meet all deadlines for certification of attendance and grade submissions. CCCC recently implemented a Canvas Standardization template, which requires all courses to follow the same order for the first items in the navigation toolbar. This was to primarily support student learning by creating consistency across courses, but it also helps ensure consistency and clarity for instructors as well.

Program faculty responsible for discipline specific courses recommend pedagogy, choose common textbooks, and develop materials to maintain currency and standards. The Faculty Handbook addresses the use of common textbooks. Prior to each semester, the Bookstore manager sends textbook adoption forms to every instructor. Department chairs then approve all adoptions.

The process to develop new, or revise existing, courses begins when a faculty member proposes a course, and then this course is presented for approval at the department and then division levels before going to the Academic Affairs committee for final approval. The responsibility for staffing and curriculum is transferred to the respective programs. Using this process, the Agriculture department created new equine courses to prepare for the demand that will be generated by the horse-racing industry coming into Kansas. A recent change involved MU 110 Harmony & Ear Training a four-credit course which was split into two courses based on recommendations from the KCOG advisory group. Computer Science courses, historically housed within the Business Department, but primarily used by the Art and UAS programs were recently altered from CS to AR or UA monikers.

Faculty are required to create a syllabus for each section of the courses they are teaching. The syllabus management system Simple Syllabus was implemented in Fall 2023 to ensure consistency among all courses and sections. All college specific content and student learning outcomes are entered in the course master syllabus by the Director of Assessment,

Institutional Effectiveness, and Planning (AIEP). The outcomes are updated as needed and then are automatically applied to the relevant course syllabi. Each instructor completes the Instruction and Course Information sections, which lay out an instructor's expectations of the students and students' work. The required course schedule delineates the major assignments and their due dates.

The October 2024 and April 2025 Faculty In-services provided professional development and time to develop at least one model assignment for courses within each program. The programs continue to develop additional model assignments based upon the general education outcomes, program learning outcomes, and/or institutional learning outcomes and are provided to all of the instructors of the various courses. These model assignments follow the guidelines from Transparency in Learning and Teaching (TILT) in Higher Education and set the foundation for the rigor and currency expected in CCCC courses.

Beginning Fall 2024, KBOR implemented a new Systemwide General Education (SWGE) program. All AA and AS degrees require 34-35 hours of general education coursework from seven areas: English Composition (6 hours), Communication (3 hours), Math (3 hours), Natural or Physical Sciences (4-5 hours), Arts and Humanities (6 hours), Social Sciences (6 hours), and an Institutionally Designated Area (6 hours). Students completing the SWGE will have it designated on their official transcript. SWGE completers who transfers to any public or municipal college or university in Kansas will automatically have these courses transferred, and no class can be excluded. The courses in the Institutionally designated area are at the discretion of CCCC and are submitted to KBOR each year. Introductory courses in disciplines traditionally outside general education such as Introduction to Business, Drawing I, and Introduction to Wind Energy, were added to allow students to explore content that would normally be excluded from their degree.

Dual Credit

The state of Kansas defines dual credit courses in two ways. In both instances students earn CCCC credit and credit at their high school. Concurrent courses are CCCC courses offered and taught by a CCCC-approved high school instructor in service-area high schools; Dual Credit refers to CCCC courses offered online or at the Concordia or Geary County Campuses. Most courses offered in the high schools are general education and are used to matriculate at CCCC or transfer to other institutions. English Composition I and II, Public Speaking, College Algebra, and introductory social science courses are the most popular since they are applicable to most any degree. CCCC also offers Career and Technical courses for high school students looking to earn certificates in programs such as CNA, Wind Energy Technology, Commercial Driver's License, and Pharmacy Technician. These courses and programs are offered to high school students without charging tuition or most fees through KS Senate Bill 155, more commonly referred to as Excel in CTE; only books and certain course fees are charged to the students. All dual credit instructors meet minimum qualifications outlined in D22 and complete all instructional and assessment duties.

Concurrent instruction made up approximately 21% of CCCC's credit hours in Spring 2026, down from 22% the prior spring. Because dual credit/concurrent courses are primarily taught by adjunct faculty, they are evaluated according to the same schedule as all other adjunct instructors. Concurrent instructors have the opportunity to attend an in-service every fall, where they receive important information about college policies and expectations, including assessment, and are also able to meet with their department chairs to receive specific

information related to course expectations, such as textbooks, common assignments, and other department-level expectations for courses. All concurrent courses are expected to follow the same expectations as their full-time instructor taught equivalents. This includes utilizing SimpleSyllabus for all syllabi, inputting all student learning outcome data into Canvas, and the use of any common assignments, textbooks, etc., when applicable.

Online

Like many institutions in the wake of COVID-19, CCCC has seen an increased interest for courses offered online. In Spring 2026, online credit hours represented approximately 21% of the total credit hours for the semester, up from 19% the previous Spring. In Spring 2026, over 36% of the online courses were taught by full-time instructors. Online courses are offered in nearly every program at CCCC, but the bulk of offerings are in general education transfer courses. Online courses are taught by full-time and part-time adjuncts, who are evaluated on their respective timelines according to the same process. However, the evaluation form also includes specific evaluation measures for online instruction. Online courses must follow the expectations laid out in Policy and Procedure D18: Internet Courses. These expectations include student learning outcome assessment and usage of common textbooks or assignments. Online courses also utilize the SimpleSyllabus system for their syllabi, which are reviewed and approved by department chairs before a term begins, further assuring consistency and rigor across modalities.

Online instructors are expected to engage with students and facilitate regular interactions through and including finals week. At least 30% of the course must be proctored through Proctorio or in-person proctors to confirm student identity. Most of the online instructors have been with the college for more than five years. New online instructors are enrolled in the Faculty Online Teaching Certification course in Canvas. Most recently, the science department began offering Principles of Biology and Chemistry I online, since both are required in the science degree and online-only or mostly-remote students could potentially struggle to access them in person. Early Childhood Education developed online course sections of several courses for childcare employees who would not be able to attend classes during the day, as well as to increase access for dual credit students.

Transfer Credit and Equivalency

The transfer of courses from other educational institutions to CCCC follows the procedures and Policy D23. Courses are evaluated by the Registrar. If a question arises regarding a transfer course, the Registrar collaborates with the relevant Department Chair to determine whether a course is equivalent as a program required course or an elective.

CCCC accepts alternative credit equivalency following Policy D6. Students may submit Advanced Placement Exam scores, Joint Service Transcripts documenting military training, or CLEP exam scores. Credit for Prior Learning (CPL) is awarded to students with documented working and learning experiences or credentials. A committee consisting of the Department Chair, Division Dean, and Director of AIEP review the submissions and approve or reject the requests.

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3.B. Exercise of Intellectual Inquiry

The institution's educational programs engage students in collecting, analyzing and communicating information; in practicing modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

Argument

Collecting, Analyzing, and Communicating Information

Cloud County Community College (CCCC) ensures that all students acquire the ability to collect, analyze, and communicate information effectively through its general education courses and Institutional Learning Outcomes (ILOs).

General Education

Core courses in communication, humanities, mathematics, sciences, and social sciences develop students' capacity to interpret data, reason critically, and express ideas clearly. General education requirements support the mission of CCCC as it "prepares students to lead successful lives and enhances the vitality of our communities." The general education courses offered by CCCC are part of the Kansas Board of Regents (KBOR) transfer and articulation system. Policy D7 and related Procedure D7 outline general education credit requirements for certificates and degrees.

Each general education course syllabus clearly identifies any general education outcomes applicable to the course and describes a wide range of assignment types that target diverse skill applications. Assignments in these courses emphasize written and oral communication, humanities, quantitative and scientific reasoning, and information literacy.

Institutional Learning Outcomes (ILOs)

The general education requirements are supplemented by institutional learning outcomes (ILOs): Critical Thinking, Community, Ethics, Employment, and Sustainability. The ILOs further "enhance the vitality of our communities" and reinforce students' ability to analyze information from multiple perspectives, prepare for the workforce, and think through issues of sustainability. ILO assignments demonstrate a wide range of approaches to developing these valuable skills in CCCC students. ILOs are indicated in every course syllabus.

Practicing Modes of Intellectual Inquiry and Creative Work

Students and faculty engage in intellectual inquiry and creative expression across academic and co-curricular programs, promoting a culture of curiosity, discovery, and innovation. Courses across disciplines emphasize evidence-based reasoning and applied problem solving. Students also explore how knowledge is produced and applied in real-world contexts.

CCCC programs and activities provide multiple opportunities for students to develop and showcase creative and scholarly work. Examples include:

- Phi Theta Kappa (PTK) chapters on both campuses participate in the PTK College Project and the Honors in Action Project. The Beta Eta Xi chapter was recognized at the regional conference. The Upsilon Tau chapter earned a Five-Star Chapter Award in 2026.
- Welding students competed to demonstrate their skills.
- Student athletes are frequently recognized for their academic achievements.
- Creative scholarship occurs through faculty and student involvement in art and music programs, including the community, such as the Junction City Community Choir performing with other area choirs or performing at Geary County Detention Center with Street Prophets.
- CCCC operates KVCO, 88.3 FM, a student-run radio station that provides hands-on experience in radio operations and covers entry fees for students submitting entries to the Kansas Association of Broadcasters student awards.
- CCCC publishes a creative journal each spring, Silver Lining, featuring writing, art, photography, music, and other creative works from CCCC students, faculty, and staff. Students often help edit and design the journal.

Faculty-led research, creative projects, and professional development model scholarly engagement and disciplinary practice. While CCCC faculty members are not required to produce or publish research as a part of their contractual obligation, many faculty contribute to the discovery of knowledge in a variety of ways such as building up the equine courses with a stallion and new foals or performing and creating artwork. Sabbaticals are available per the Master Contract, although none have been utilized in recent years. These contributions enhance the integrity of the instructional programs offered at the College. Research for publication involving human subjects goes through the Institutional Review Board.

Other examples of faculty-lead endeavors include Graphic Design campaigns and the publication of student blogs. One faculty member recently self-published an eBook based upon lessons covered in MG 102.

CCCC also organizes opportunities for students to engage with the creative and scholarly endeavors from professionals in wider fields. Examples include Cook Series speakers such as Ndaba Mandela, an author workshop with Victor Lukerson, and workshops on Japanese dance.

Developing Skills Adaptable to Changing Environments

Educational programs prepare students to thrive in dynamic professional and civic contexts through applied learning and adaptability-focused instruction.

Internships, clinical rotations, field experiences, and lab work allow students to apply theory to complex real-world problems. Early Childhood Education students spend time in childcare settings, and Introduction to Education Practicum places students in local classrooms for observation hours.

Other examples of applied learning include:

- Student blogs in Introduction to Entrepreneurship.
- Student activities for HOSA-Future Health Professionals.
- Introduction to Education students presenting at a state conference.
- UAS faculty member teaching LEAN and Sigma Six principles in his courses.

Ongoing professional development equips faculty to teach a broad range of learners in an ever-changing workforce. CCCC supports faculty to increase knowledge in their content area through numerous professional development opportunities, including providing institutional registration for the National Institute for Staff and Organizational Development (NISOD) virtual conference and the opportunity to attend regional, state, and national conferences. Faculty are provided with professional development funds and tuition reimbursement per the Master Contract. Full-time faculty are expected to complete at least one teaching-related professional development activity and one content area professional development activity within the four-year cycle of comprehensive program reviews.

In-service trainings help faculty adapt to changing needs ranging from instructional design, innovation in classroom instruction, and personal development.

Curriculum review, outcome revision, and pedagogical innovation ensure that academic programs evolve with workforce and technological changes. The Digital Entrepreneurship degree was developed to respond to industry changes and to help students prepare for emerging career paths. Advisory Boards offer suggestions for program enhancements, such as specialized animal courses. As demand for online courses has increased, CCCC developed an internal course for faculty to explore best teaching practices for online formats.

CCCC is responding to generative AI through rigorous and ongoing professional development. As generative AI evolves, CCCC ensures that faculty and students are prepared through clear faculty communication, professional development, and collaborations that lead into actual classroom activities that help students enter an AI-enhanced workforce. A recent donation from a community member led to the creation of an AI-enhanced teaching and learning space for faculty and students.

CCCC adapts to the needs of its service area by offering inclusive and flexible learning pathways, including credit for prior learning. This validates nontraditional and experiential knowledge to support different student backgrounds through adaptive learning paths. The Geary County Campus is next to the Fort Riley army installation, and many students use Joint Service Transcripts for military credit. Adult Education offers a free college class to students completing their GED and the recent implementation of the Accelerating Opportunities-Kansas (AO-K) program allows GED students to simultaneously pursue a certificate program at low to no cost.

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3.C. Sufficiency of Faculty and Staff

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

Argument

Institutional Context

Cloud County Community College (CCCC) prepares students to lead successful lives and enhances the vitality of its communities. CCCC educates students from a 12-county service area that covers over 9,000 square miles of rural Kansas. Concordia is the county seat for Cloud County and is the home of the main campus. There are three main educational buildings, residential housing, athletic facilities, and an agriculture barn. The student population is primarily traditional students directly from high school. The largest city in the service area is Junction City, the location for the Geary County Campus (GCC). GCC is a commuter campus which serves traditional and non-traditional students, including students from Fort Riley, an army installation.

The campus in Concordia employs primarily full-time faculty and staff; the Geary County Campus has a mix of full-time and adjunct instructors. Many online and all concurrent instructors are part-time. The student-to-faculty ratio is 16:1 according to the 2026 HLC Institutional Update. The Spring 2026 semester had 30 full-time faculty on the Concordia Campus and 4 at the Geary County Campus. Online instruction is covered by approximately 38 adjuncts and 24 full-time faculty, though this can vary semester to semester depending on need. Concurrent classes utilize the greatest number of part-time faculty, which also varies from 55-60 depending on the term. Sixteen instructors have been with CCCC for at least 5 years, nine of these have taught for ten years, and three have twenty-five or more years. Many adjunct instructors have been with the college five or more years.

As noted by the visiting team in 2022, CCCC is “striving to diversify its faculty and staff and have it more closely reflect the composition of the student body.” The student body ethnicity remains relatively constant with 66.3% white, 10.7% Hispanic, and 6.8% Black or African-American. The faculty and staff make-up remains primarily white, similar to that of Cloud County population, despite efforts to attract diverse applicants. CCCC's location and overall local demographics create challenges in recruiting; however, the College makes every effort to ensure its students feel welcome and have access to diverse perspectives in other ways, such as through cultural events and guest speakers.

Ensuring Sufficiency of Faculty

Student Support Services

In Fall 2023, the Dean of Student Services position was elevated to Vice President for Student Services. The Retention & Advisement Specialist and College Access & Support Specialist positions at the Geary County Campus were reconfigured into one position of Student Support Specialist. The Coordinator of Student Success Center (SSC) position was

recently revamped to include career services support for students and the community within its portfolio. Information Technology (IT) has undergone some organizational changes recently, and a new IT Director has been hired. A new Director of Adult Education was hired when the previous director retired after 28 years.

CTE Faculty

A full-time instructor was hired for Early Childhood Education in Fall 2023; these courses had been covered by adjunct instructors for several years. The welding program hired a new full-time instructor for the 2026-2027 academic year to help meet local demand. Truck Driving was expanded to the Concordia campus in Spring 2025 when a second full-time instructor was hired to coincide with the opening of the Technical Education and Innovation Center. Nursing has expanded staffing to accommodate Fall and Spring start dates, with approval from their oversight bodies.

Transfer Faculty

The position for Mass Communication is filled Fall 2026 after being vacant for several years. This is an important addition to the English and Communications Department and for reviving the student radio station, KVCO. The Accounting Instructor in the Business Department recently retired and a replacement was found. Art and Agronomy positions were filled bringing Humanities and Agriculture departments to full capacity. Other recent hires include instructors for Sociology and Psychology to support the Social and Behavioral Sciences program when vacancies opened in those positions. A retirement in English at GCC led to a revised position to provide instruction for both GCC and the local high school for dual credit students.

Minimum Qualifications

All instructors have to meet the minimum qualifications specified in Policy D22. For all faculty, the expectation is that they will have a master's degree for transfer programs or extensive work/industry experience for CTE programs. Policy D22 was revised in April 2025 to accept instructors with a bachelor's degree combined with some graduate level work and additional tested experiences that equate to 30 total graduate hours. The D22 Procedure meets full compliance with the Higher Learning Commissions (HLC) most recent update to the guidelines on faculty qualifications for instructor eligibility to teach college credit courses. No instructors are on plans of action. An additional qualifying category was also created, Activity-Courses Only, which allows for an individual with a bachelor's degree to teach these certain courses, typically an applied music, art, or physical education course. CCCC's one-credit hour College Skills course also falls under this new category.

Process for Credentialing and Hiring

The process for credentialing an instructor begins with a recommendation made by the department chair and/or faculty lead through review of all minimum qualifications or tested experience. For potential concurrent or online instructors, the Director of Dual Credit and Outreach Education or the Director of Online Services will provide the transcripts and/or other materials to the department chair to begin the review process. All dual credit and concurrent faculty are required to meet the same minimum faculty qualifications. All faculty credentials are keyed on the appropriate form and approved by Department Chairs and Division Deans prior to employment at CCCC. A spreadsheet is also created for each faculty

member after the credentialing form is completed.

Onboarding and Training

As new part-time and full-time faculty are hired, they are assigned a username and password to access iCloud and Canvas. New full-time faculty go through New Instructor Orientation prior to the start of the semester where they receive the faculty and adjunct handbooks, which provide detailed instruction on iCloud, course rosters, certification processes, use of Canvas, and other miscellaneous information that is helpful to instructors. Orientation also includes presentations from non-academic departments to help familiarize new faculty with the college. The Director of Online Services gives an overview of Canvas, the learning management system (LMS). The Director of Assessment, Institutional Effectiveness, and Planning (AIEP) shares an overview of assessment practices and how to organize outcomes, assignments, and rubrics within Canvas. New online instructors complete two modules in the Faculty Online Teaching Certification. New adjuncts hired to teach at GCC have training sessions scheduled with the Director of AIEP. New part-time faculty are sent links to the faculty handbook, and the adjunct handbook is found in each department shell. Onboarding of new faculty to ensure all instructors receive the same information, especially adjuncts, has been challenging. Based on these challenges, a subcommittee from Academic Affairs is defining the process and creating a checklist to ensure each new hire receives the appropriate training.

The Director of AIEP sends an email at the beginning and end of each semester with reminders of important due dates, instructions, assessment requirements, checklists, and videos for using the LMS.

In-service

Prior to the beginning of a semester, in-services are held for full-time instructors and staff. The Fall in-service includes a State of the College presentation by the college president. Before each Fall semester, separate in-services are also conducted for Geary County Campus adjunct instructors and Dual Credit/Concurrent instructors, each of which is geared toward additional relevant information.

Department Shells

Each academic department has a department shell with all current full-time and part-time instructors enrolled. The department shell is an information center regarding course content information, model assignments, and the Adjunct Handbook. This is also the location for instructors to upload their end-of-semester Instructor Assessment Reflections.

Evaluation and Expectations

All faculty have the same expectations for teaching, including assessment of student learning, and are evaluated through a regular schedule and form. All new full-time faculty are evaluated each semester for the first two years, once a year for years three and four, and then once every three years. Part-time faculty are evaluated once per semester for their first two semesters, and then once every three years. Faculty evaluations of adjuncts are conducted by department faculty whenever possible to decrease the load on chairs.

The evaluation process is designed to evaluate performance and communicate

expectations. Faculty are evaluated on knowledge of subject matter, teaching performance, evaluation of student learning, rapport, command, and support of college policies and procedures. Full-time faculty are evaluated by division deans. All adjunct instructors (online, GCC, and dual credit) are evaluated by either deans, department chairs, or full-time faculty from the appropriate academic department. A Performance Improvement Plan is created with an employee and their supervisor when performance expectations are not met.

In 2017, CCCC adopted a universal system of student course evaluations titled SmartEvals, owned by Gap Technologies Inc. Student evaluations are integrated into Canvas and reach all students in all courses. Student evaluations open the day after the deadline to withdraw and close on the last day of final exams for each term. The anonymous results of the evaluations are available to the Deans, Department Chairs, and instructors in the week following grade submission. The results from SmartEvals are viewable in Canvas, so instructors can easily access this information to make appropriate changes in their course before the next semester.

Per the Master Contract, full-time faculty are required to be available for face-to-face office hours for a minimum of six hours weekly. Faculty office hours are posted on the faculty members' office doors. This schedule is also provided to the VPAA and the Information Center, so students can be directed accordingly.

All faculty are available to students through e-mail outside of their posted office hours. Contact information and office hours are required to be included in all course syllabi per policy and procedure D10. Students can also meet with adjunct faculty outside of the classroom by appointment. All students can contact their instructors via inbox in Canvas or through their CCCC email. Some instructors provide telephone numbers or meet virtually by zoom.

Professional Development

Master Contract

Full-time faculty at CCCC are provided \$500 per year for professional development upon request for training that aids in developing or revising instruction methods and resources, student learning assessment, new developments in technology (AI), and adding those skills into their curriculum per the Master Contract. Faculty can accrue unused funds for up to five-years for a maximum of \$2,500. The Academic Affairs professional development budget is \$16,000. Seven faculty used funds in AY24 and AY25, though that budget also supports institutionally-provided development, such as the NISOD virtual conference. Professional development activities include webinars, workshops, seminars, and conferences. The institution also has Perkins funds that are specifically allocated to professional development for career and technical faculty. Free professional development opportunities are shared with faculty.

Communications and Math Department faculty have been involved in ongoing professional development centered on the transition away from developmental course offerings following changes set forth by KBOR. Several instructors participated in an AI and Instruction course offered by Auburn University.

Full-time faculty and staff can apply for tuition reimbursement for courses that support educational or career growth.

NISOD

The National Institute for Staff and Organizational Development (NISOD), a professional teaching and learning organization for community and technical colleges, is made available to all faculty and staff through institutional membership. In addition to the articles and webinars available in the general membership, CCCC purchases an Institutional Registration for the Fall Virtual Conference each year. This registration allows faculty and staff to participate in the live presentations, and recordings are available for an additional six months.

Vector Training

All full-time faculty and staff are required to participate in various training sessions presented through a third-party service, Vector SafeColleges. These include training on Title IX regulations as it pertains to faculty and student support staff, sexual harassment in the workplace, FERPA, and defensive driving techniques. Other presentations may be specific to only some faculty and staff, such as blood-borne pathogens.

Program Review

A team consisting of administrators and department chairs attended an HLC Workshop on Program Reviews. Upon their return, the comprehensive program review was revised to include a section specifically for faculty and staff to document professional development. All full-time instructors are expected to participate in two substantive professional development activities within the four years covered by the comprehensive program review. One of the PD activities should be in the faculty member's content area, and one should be related to pedagogy or student success.

Faculty meetings

Faculty meetings are organized to include time for professional development. This can be led by the Vice President for Academic Affairs (VPAA) or any faculty member. The focus is on sharing information and discussing challenges, currency in teaching, and other items of interest to faculty.

In-service

In-services held in August and January include breakout sessions led by faculty and staff. Some topics have been on productivity, AI use in class, Proctorio use, updates in Canvas, and student support services.

Each Fall and Spring, additional in-services are held in October and April. These have been used to discuss the strategic plan process and revising guiding values with the whole college. Faculty sessions have been used to reflect on ILO instruction by both full-time faculty and cocurricular staff, which included time for development of model assignments, and a three-session day that included how to make use of the new AI lab, AI resources, and an active learning refresher.

Recognition of Quality

One of the guiding values for CCCC is Success; the College prides itself on providing

opportunities for student learning in and out of the classroom. It is important to recognize the hard work faculty put into their classes. There are multiple ways faculty are recognized. Phi Theta Kappa recognizes a faculty member at Graduation who has demonstrated care and concern for students while providing learning activities that push the students academically. Five awards are presented each spring: two T-Bird Choice awards are presented to Administrative and Support Staff; and three Board of Trustees awards recognize faculty and staff for Service to Students, Service to the College, and for the first time, starting Spring 2026, a Board of Trustees award for Excellence in Instruction was implemented.

Sufficiency of Staff

Staff members maintain the functions of the college outside of the classroom and are a valuable component in carrying out the student success goal of CCCC's mission. Staff are expected to hold degrees that reflect the level of work for each department. Most directors of non-academic departments have bachelor's degrees. Job announcements for support staff typically list a preference for an associate degree or relevant experience. Several staff have been employed by CCCC for five or more years. The Directors of most departments have at least five years of experience at CCCC, but many have 15 or more years.

The following are the main offices that provide student support, and these departments meet qualifications, training, and support in the following ways:

- Financial Aid Department: The Financial Aid Department staff maintains compliance with federal rules and regulations by participating in professional development and maintaining memberships with state, regional, and national organizations such as Kansas Association of Student Financial Aid Administrators, Rocky Mountain Association of Student Financial Aid Administrators, and National Association of Student Financial Aid Association. The staff schedules regular semester retreats to review and discuss office processes and any changes in federal rules and regulations that need to be implemented. During Fall 2025 and Spring 2026, the staff spent considerable time preparing for Jenzabar Financial Aid implementation.
- Student Success Center: The staff in the Student Success Center are responsible for training and orienting peer tutors, promoting collaboration between multiple student support service offices, and overseeing all paraprofessionals and tutors in the department on both campuses. The SSC offers proctoring services on both campuses. The Coordinator must have a bachelor's degree, preferably in education or a related field. The Career Center is also supported by this area.
- Advisement Center: Advising staff maintains memberships in state and national organizations such as Kansas Academic Advising Network and National Academic Advising Association. The Director of the Advisement Center holds semester trainings for all advisers and other ad hoc meetings as needed. Most academic advisors are current faculty properly trained in advising within their discipline. This department also supports the Retention Office, which works with students reported for low grades or multiple absences through Dropout Detective. The retention staff also provide support for students who have been placed on academic probation through SD 099 Personal Assessment and Planning.
- TRIO Student Support Services: All TRIO staff are members of regional and national organizations such as the Educational Opportunity Association and the Council for Opportunity in Education. They are also encouraged to attend yearly priority trainings for the federal TRIO programs. Finally, all staff are required to be trained in academic

guidance and be able to work with students from various backgrounds.

- Student Accessibility and Mental Health Services: Accessibility is essential for student success, and at CCCC the Director of Student Accessibility and Mental Health Services oversees the process of providing equitable access for students with documented disabilities through reasonable accommodations and services based on individual need. As a Licensed Clinical Marriage and Family Therapist (LCMFT), the Director also provides counseling to students in person on the Concordia campus and via phone or zoom sessions for other students.
- Student Records: This department is responsible for all student academic enrollment records, sending out transcripts, receiving and evaluating transcripts, documenting completion of Systemwide General Education, awarding certificates and degrees.

Evaluation Process

All staff are evaluated annually by their supervisor. The staff member will review the evaluation with their supervisor and discuss goals and plans for the coming year. Directors are evaluated by the relevant Vice President. The VPAA recently implemented an upward evaluation of their performance, completed by faculty and direct reports each spring. Results are shared with both groups along with the VPAA's personal and institutional goals for the upcoming year.

Professional Development

All staff are encouraged to participate in professional development for career or personal enrichment. Professional Development includes conferences, webinars, workshops, and readings. These activities are reported in the comprehensive Program Reviews for co-curricular programs or Department Evaluations for offices not assessing student learning. Just as with academic faculty, all staff are expected to complete at least two professional development activities within a four-year period.

Sources

- 3C Zima Door Schedule
- 3C 2025-2026 Master Contract Appendix D
- 3C 2025-2026 Master Contract Office Hours
- 3C Auburn Collaboration Course
- 3C Course Aggregate Scores 2025-2026 sample set
- 3C Evaluation Form Fillable
- 3C GCC Course Planning Workshop
- 3C Instructor Results SP26
- 3C KBOR Community College Data Book 2026 Cloud Student Demographics
- 3C KS Nursing Initiative Final Report
- 3C MA 111 College Algebra Syllabus
- 3C NISOD Fall Virtual Conference Institutional Registration
- 3C Policy and Procedure D10 Course Syllabi
- 3C Policy D22 - Faculty Qualifications
- 3C Procedures D22 Activity Courses Only
- 3C Procedures D22 - Faculty Qualifications
- 3C Professional Development Announcements
- 3C Professional Development AY21-24 Financial Aid

- 3C Professional Development AY21-24 CM and HU Program Review
- 3C Professional Development Fund
- 3C Program Review Templates
- 3C SmartEvaluation Division Results
- 3C Student Services Specialist Job Description 2026
- 3C 2025-2026 Master Contract 37.7 Professional Development
- 3C Adjunct Handbook July 2023
- 3C Agenda GCC Faculty Dinner FA24
- 3C Assignments for Instructor Assessment Reflections
- 3C Coordinator of SSC Job Description
- 3C Department Shells
- 3C Director of Adult Education Job Description
- 3C Director of IT Job Description
- 3C Dual Credit Inservice
- 3C End of Semester REQUIRED Grades and Assessment
- 3C Faculty Online Teaching Certification
- 3C Fall 2025 In-Service Agenda
- 3C January 2026 In-Service Information
- 3C Model Assignments
- 3C New Faculty Assessment
- 3C New Faculty Orientation - 2025
- 3C Spring 2026 Semester Checklist and Resources
- 3C Tuition Reimbursement
- 3C Vice President for Student Services Job Description
- 3C Advisor Pre-Enrollment
- 3C April 2025 ILO Discussion
- 3C April 2026 Inservice Professional Development
- 3C CCCC Fact Sheet
- 3C Director Job Postings
- 3C Dropout Detective
- 3C English Instructor at GCC
- 3C Evaluation Spreadsheet
- 3C Financial Aid JFA training
- 3C Onboarding Process
- 3C Proctor Information
- 3C Professional Development KBOR Math and English
- 3C Professional Development Perkins
- 3C SD 099 Course Description
- 3C Staff Evaluations
- 3C Strategic Plan and Inservice
- 3C Student Success Center information
- 3C TRIO Information
- 3C VPAA Survey
- 3c Early Childhood Education Instructor
- 3C Agronomy Instructor
- 3C Art Instructor
- 3C CDL Instructor
- 3C Accounting Instructor
- 3C Mass Communications Instructor

- 3C Welding Instructor
- 3C Allied Health and Nursing Instructor
- 3C Psychology Instructor
- 3C Sociology Instructor
- 3C Cook Lecture Series
- 3C Accessibility Services
- 3C Director of IT
- 3C Sample Instructor Reflections
- 3C Gold Sheet
- 3C Credential Spreadsheet
- 3C PTK Instructor of the Year Nominations
- 3C Sample Evaluations
- 3C BOT Awards
- 3C TBirds Awards
- 3C Student Records
- 3C Mental Health and Accommodations
- 3C TRIO
- 3C Advisement and Retention Program Review
- 3C SSC Coordinator
- 3C SSC Cocurricular Program Review
- 3C Financial Aid Department Evaluation
- 3C Tutor Handbook
- 3C VPAA Evaluation
- 3C Vector Training Examples
- 3C Vector Training
- 3C Faculty Meeting Agenda and Minutes

3.D. Support for Student Learning and Resources for Teaching

The institution provides student support services that address the needs of its student populations, as well as the teaching resources and infrastructure necessary for student success.

Argument

Student Population and Alignment of Support Services

Cloud County Community College (CCCC) serves a diverse student population across its Concordia and Geary County (GCC) locations, as well as through online and dual-credit programming. Recent [IPEDS data](#) indicates that approximately 2,376 students are enrolled at the College, all at the undergraduate level. Of these students, approximately 25% attend full-time and 75% attend part-time, reflecting the reality that many students balance college coursework with employment, family responsibilities, or other commitments. The institution also serves a growing number of students through distance education, with more than 546 students enrolled in either fully or partially online.

The student population includes traditional-aged students enrolling directly from regional high schools, dual-credit students completing college coursework while still in high school, adult learners seeking workforce credentials, international students, and students enrolled in career and technical education programs aligned with regional workforce needs. IPEDS data from 2024-2025 showed that 100 international students attend CCCC, approximately 4% of the student body, contributing to the diversity of the campus learning environment.

These characteristics shape the design and delivery of student support services at CCCC. Because many students attend part-time, enroll through multiple instructional modalities, or are new to navigating college systems, the College intentionally provides accessible advising, tutoring, retention outreach, and structured first-year programming to support persistence and completion. Technology-supported communication systems, centralized advising, Student Success Centers, and targeted services for specialized populations, including dual-credit students, international students, and adult education participants ensure that students across campuses and modalities receive consistent academic support. The following sections describe these student support services, learning resources, and instructional infrastructure that support the institution's mission and respond directly to the needs of CCCC's student population.

Student Support Services and Communication

CCCC provides comprehensive student support services that address the various needs of its student populations through structured communication, policy oversight, and accessible resources. The institutional website and [Academic Catalog](#) describe academic and student support services in detail, ensuring accessibility for all modalities. The [Student Handbook](#), available on the CCCC website, outlines key expectations, policies, and student rights,

and regular updates ensure accuracy across the college. Policies and procedures are reviewed regularly in Student Affairs and Academic Affairs committees.

The Residence Life Handbook reinforces institutional policies and expectations. Multiple departments, including Advising, Student Records, Financial Aid, Admissions, and the Business Office utilize a communication sequence through email and SignalVine (texting service) to promote effective communication to prospective and current students. Both Concordia and GCC have televisions at high traffic areas communicating important deadlines and events. An electronic billboard has been installed on Highway 81 in Concordia to assist with communication to students and the community.

The Student Success Centers (SSC) on each campus provide a variety of free resources to support students. Both centers provide tutoring (both staff and peer) and test proctoring. The Concordia center also provides graphing calculator check-out, desktop computers, black and white printing, hard copies of textbooks, a quiet study environment, and has expanded to include career services.

Retention Specialists are located at both Concordia and GCC to support on-campus, online, and dual-credit students. Retention specialists meet with at-risk students on a regular basis for preventive measures. The retention specialist reviews midterm grades and communication is sent to students, dual-credit coordinators, staff, and faculty. By following D14 Academic Probation and Suspension policy and procedure, retention specialists review student success and identify students that need to be put on academic probation or suspension. Faculty, staff, and coaches help assist retention efforts through the Dropout Detective early alert system embedded within Canvas. Additionally, fourteen high school coordinators have also requested access to the Dropout Detective Dashboard to monitor concurrent students, as has the Director of Adult Education for use with students in the Accelerating Opportunity-Kansas (A-OK) program.

Assessment instruments for student service areas, including Cocurricular Program Reviews, Department Evaluations, Graduate Survey Results, and College Skills Survey Results inform continuous improvement.

Academic and Learning Support

CCCC maintains robust tutoring and academic support systems across all modalities. Documentation demonstrates utilization and improvement activities for the Student Success Center (SSC) and TRIO 24-Hour Tutoring Services. Peer Tutoring and Study Hall Tracking for Athletic Teams reinforce academic accountability. To better address the unique needs of international students, the International Student Association implemented study halls for international students. Collaborations among academic programs provide specialized tutoring and mentoring when needed.

Student Life, Engagement, and Cocurricular Programming

CCCC offers a wide range of cocurricular and extracurricular programs designed to meet academic, cultural, and personal needs. Documentation includes schedules and records for numerous organizations and events such as Residence Life Programs, as well as Mental Health Services, coordinated by director of Accessibility and Mental Health.

Student engagement opportunities are communicated through the Thor 44 Newsletter, the

Union Calendar, and the SignalVine message system. Active organizations providing student engagement include Geary County Campus Student Activities Board, Phi Theta Kappa on both campuses, Health Occupation Students of America – Future Health Professionals, Theatre Students, and TRIO Cultural Events. Dual-Credit Orientations and Information Nights also promote opportunities for dual credit students to participate in college programming and events. The Program Reviews for Residence Life and Student Engagement assess the effectiveness of student engagement and residential programming.

Additional student engagement activities include Esports, Judging Teams, Kansas Association of Broadcasters (KAB), Cook Series, *The Silver Lining* creative journal, and the GCC Art Show.

Developmental and Corequisite Support

CCCC has replaced traditional developmental coursework with Corequisite Support Courses in English Composition I and general education Mathematical courses, aligning with best practices to promote completion. Coordinated with Advising, Communications and Mathematics Faculty oversee placement testing and enrollment alignment. In Spring 2026, the Communications Department piloted an online Composition I and co-requisite Workshop sequence to support online-only students. An online math co-requisite course is being piloted in Fall 2026. Communications offers ESL I and ESL II as credit-bearing courses to serve international students. Adult Education also provides supplemental instruction in mathematics and English. Community members receive non-credit English language preparation through the Adult Education program.

In Fall of 2025, CCCC was approved for five Accelerating Opportunity: Kansas (AO-K) programs and implemented those programs in 2026. AO-K is a statewide initiative that allows learners without a high school diploma to earn their GED while simultaneously working toward industry-recognized college credentials at low to no cost. The program is an integrated education and training (IET) model delivered in partnership between adult education and career technical education (CTE) programs. The Director of Adult Education collaborates with academic and co-curricular departments across campus to initiate, develop, and implement procedures to monitor prospective students through their application, enrollment, payment, and student success experiences. Currently, the following pathways are available: Certified Nurse Aide (CNA), Certified Medication Aide (CMA), Commercial Driver's License (CDL), Pharmacy Technician and Welding.

Advising and Matriculation

CCCC employs a centralized advising model that provides consistent guidance from matriculation through graduation. Most advisors are full-time faculty, but several staff are trained to support Academic Maps and Planning Guides exist to promote student progress and on-time completion. Advising staff are on committees with other Kansas institutions to facilitate support and communication for students transferring to other colleges.

Specific populations, such as concurrent and dual-credit students, receive targeted assistance through a dual advising program. CCCC's Dual Advisor, the Director of Advisement and Retention, visits each high school in the service area to consult with school coordinators, hosts orientation nights, provides information about progress for system wide general education completion, gives input from a dual-credit lens when creating course

schedules, and is a direct support resource for students and coordinators.

Teaching and Learning Infrastructure

CCCC maintains and continuously improves the infrastructure and facilities that directly enhance student learning and success. The Technical and Innovation Education Center opened for classes in August 2024. This space supports several CTE programs and includes the following resources:

- Nursing Clinical Sites
- Lifespan Simulation Labs
- Climbing Wall for Wind Energy
- Drone Laboratory
- Agronomy Laboratory
- Welding Bays

The following facilities have also been recently renovated to enhance student learning:

- Early Childhood Learning Center
- CDL Simulation Lab and Training Site
- Equine and Agricultural Barn
- Cook Theatre Upgrades
- Physics Laboratory
- AI-enhanced Computer Lab (Spring 2026)
- Cadaver Laboratory (Initial Funding secured; seeking additional funding)

Additional upgrades have been made to benefit the college and wider community:

- Athletic Workout Spaces
- Pickleball Courts
- Baseball Facilities
- Videoboards and Scoreboards

First-Year Experience and Orientation

CCCC implements a comprehensive First-Year Experience Program integrating academic and cocurricular elements. Orientation programs include General Student Orientation, GCC New Student Orientation, International Student Orientation, Nursing Orientation, and Renewable Energy Orientation. Student Orientation is embedded in Canvas to assist with navigation of the LMS.

All first-time students are enrolled in College Skills and Resources, which integrates academic readiness and student life engagement. The College Skills course is coordinated by the Advising and Retention department with the support of a planning committee. College Skills intentionally prepares students with foundational learning strategies such as time management, study techniques, goal setting, sense of belonging, etc. In addition, the course introduces students to support resources on campus such as the SSC, library, mental health services, and more, to ensure CCCC students understand what the services are and how to access them. College Skills reinforces academic expectations, student and faculty connections, and a sense of belonging to strengthening persistence, retention, and student engagement to all students enrolled. SafeColleges provides training on Sexual Violence

Prevention for Students (Title IX), Alcohol and other Drugs, and Time Management.

Research, Library Resources, and Academic Integrity

CCCC supports research and information literacy through Library Supports, such as Resources and Databases, Librarian-led Instruction Sessions, and Nursing Department coordination. Outreach activities such as High School Presentations extend research engagement opportunities. The instruction session includes a pre- and post-assessment on plagiarism awareness.

Institution-wide integrity training includes an AI Instructor course, an AI Instructor Guide, and a Faculty Online Teaching Certification course. Expectations on academic integrity, and information about resources, are reinforced in the syllabus.

Faculty Support and Professional Development

CCCC provides extensive professional development opportunities that promote teaching excellence and student success. Faculty resources include the Auburn AI Course, Online Faculty Training Course, NISOD Resources, KBOR Math and English Initiatives, KCOG, and regular Faculty In-Services.

In Fall 2026, the College moved the start date for classes back by one week. This provided instructors an additional week of preparation time for their courses, but the VPAA also worked with the Deans and Director of AIEP to provide internal professional development opportunities around "Canvas Tips and Tricks," "Conducting Effective Evaluations," and "AI Assignment Design." The "Conducting Effective Evaluations" session also included time for faculty to provide feedback on CCCC's existing evaluation process to ensure its continued effectiveness and improvement. Monthly faculty meetings are also often utilized for internal conversations around issues that CCCC's faculty face daily.

Additional opportunities include annual professional development funds, the AI Conference, and Kansas Wesleyan University Shared Professional Development.

Sources

- 3D Academic Maps
- 3D Academic Probation and Suspension Procedure D14
- 3D Athletic Study Hall Tracker Example
- 3D Canvas Course Student Orientation
- 3D College and Community Upgrades
- 3D Dropout Detective Dashboard
- 3D Geary Campus Student Orientation
- 3D General Student Orientation
- 3D Giant Union Calendar
- 3D International Student Orientation
- 3D International Student Study Hall Facilities Request
- 3D Nursing Orientation
- 3D Planing Guides
- 3D Renewable Energy Meet and Greet and Orientation
- 3D Renovated Student Learning Facilities

- 3D Residence Life and Student Engagement Program Reviews
- 3D Residence Life Handbook
- 3D SignalVine Communications
- 3D Student Affairs Meeting Minutes
- 3D Technical and Innovation Education Center
- 3D Television Slides
- 3D Thor 44 Flyer
- 3D TRIO Tutoring Services
- 3D Additional Student Engagement Activities
- 3D Midterm Grades Communication
- 3D Orientation Events
- 3D College Skills Committee
- 3D College Skills Course
- 3D JEDI
- 3D Safe Colleges
- 3D Centralized Advising Model
- 3D High School Visits
- 3D External Committees
- 3D Dual Advising Program
- 3D Notification to Students D14
- 3D Adult Education Collaboration
- 3D Adult Education Math and English Support
- 3D AI Conference
- 3D KCOG
- 3D Math and English Initiatives
- 3D NISOD
- 3D Student Success Center Improvements
- 3D Academic Affairs
- 3D Accelerating Opportunity-Kansas
- 3D AI Instructor Guide
- 3D Approved AO-K Programs
- 3D Auburn AI Course
- 3D Cocurricular Program Reviews
- 3D College Skills Survey Results
- 3D Department Evaluations
- 3D Dual Credit Orientations
- 3D Faculty In-Services
- 3D Graduate Survey Results
- 3D Mental Health Services
- 3D Online Faculty Training Course
- 3D Residence Life Programs
- 3D Syllabus
- 3D Placement Testing
- 3D Library Resources
- 3D High School Coordinators – Dropout Detective
- 3D Phi Theta Kappa
- 3D Theatre
- 3D HOSA - SNOSA
- 3D TRIO Events

- 3D Geary County Campus Student Activities Board
- 3D Electronic Highway Billboard
- 3D Tutoring and Proctoring
- 3D IPEDS Enrollment Data
- 3D Developmental Courses
- 3D Student Success Center Information
- 3D KWU Shared Professional Development
- 3D Math and English Placement Measures
- 3D Athletic Study Hall Tracker Example_Redacted
- 3D Graduate Survey
- 3D Faculty Meeting Professional Development
- 3D Master Contract Professional Development
- 3D Faculty Professional Development

3.E. Assessment of Student Learning

The institution improves the quality of educational programs based on its assessment of student learning.

Argument

Assessment Policy and Expectations

Policy D25 and its related procedure establish assessment of student learning as a core institutional expectation in courses, programs, and college-wide practices. The Master Contract and all adjunct MOUs communicate expected faculty participation in assessment activities. Since 2008, assessment has been required in some form; over the past five years, it has become deeply embedded in institutional culture, with assessment completion rates reaching nearly 90% overall, with full-time faculty achieving 100% participation in most semesters. CCCC's goal continues to be a 100% completion rate.

To help support these policies and make it clearer to faculty which outcomes are assessed and tied to which courses, Cloud County Community College (CCCC) implemented Simple Syllabus in Fall 2023. Managed by the Director of Assessment, Institutional Effectiveness, and Planning (AIEP), this centralized platform ensures that accurate, approved academic outcomes and college policies are automatically embedded across all course syllabi. CCCC also utilizes its Canvas LMS for all student learning outcome assessment, which allows instructors to easily assess student learning, which is then exported by the Director of AIEP.

The Director of AIEP provides support to instructors in setting up and completing assessment practices, including guides, emails, in-service sessions, and one-on-one support. The Adjunct handbook provides step-by-step instructions and is available in all department shells, ensuring that CCCC's part-time instructors have access to support as well.

Assessment Practices

All student learning outcomes at CCCC, regardless of outcome level, are assessed through roughly the same process, described below. Through this consistent process, CCCC reinforces a culture of assessment, reducing confusion for instructors throughout the outcome levels. At CCCC SLO levels currently include Course Learning Outcomes (CLO), Program Learning Outcomes (PLO), General Education Outcomes (GEO), and Institutional Learning Outcomes (ILO). While the previous HLC review team noted that assessing all levels of outcomes per course each semester could risk faculty fatigue, CCCC's sustained 90%+ completion rate demonstrates a deeply embedded compliance culture. Overall, CCCC's process is working, as evidenced by assessment completion rates, and it provides usable data for programs. However, as described below, CCCC is working on streamlining its processes around PLOs, GEOs, and ILOs to reduce instructor workload, provide more meaningful data, and help reinforce a culture of continuous improvement.

All instructors, regardless of modality, utilize Canvas for inputting assessment scores tied to

assignments or activities. Concurrent dual credit instructors, who may use a different LMS for grades or assignments at their respective high schools, are still expected to utilize Canvas for assessment purposes. The Director of AIEP works with all instructors upon request to set up assignments and input scores within Canvas.

The current practice for assessment includes the following steps, at minimum, though some areas might utilize additional steps (as examples, Nursing sometimes has additional external reporting requirements that necessitates additional assessment collection, and GEO artifacts are also blind-reviewed each summer):

- Instructors align student learning outcomes (SLO) with assignments within Canvas using rubrics.
- Instructors assess SLOs using those rubrics when those assignments occur in the semester. All SLOs utilize the same five-point scale: Did Not Meet, Nearly Met, Met, Exceeds, or Substantially Exceeds Expectations.
- The Director of AIEP exports SLO data from Canvas.
- The Director of AIEP provides the exported data to academic and co-curricular programs, who utilize that data in their annual or comprehensive program review.
 - Comprehensive program reviews also include assessment data disaggregated by demographic.
- The Director of AIEP works with program leads as needed to help analyze the data.
- Program Reviews indicate planned improvements based on analysis of the data.
 - Subsequent years evaluate the success of those initiatives.
- Prior-year assessment data is shared college-wide by the Vice President for Academic Affairs (VPAA) during the August in-service.
- Prior-year assessment data is shared by the Director of AIEP at Assessment and General Education committee meetings.
 - Recommendations for improvement based on the data are brought by Assessment and General Education committees.

Course Learning Outcomes

CLOs are established by individual programs, advisory boards for CTE programs, or the Kansas Core Outcomes Groups (KCOG) for KBOR Systemwide Transfer courses. Faculty address all CLOs in the course through instruction, and then formally assess at least four CLOs in every course using Canvas via rubrics with embedded outcomes. Some faculty choose to assess CLOs in a single assignment, while others may assess CLOs across multiple assignments.

Instructors analyze the resulting data to identify gaps in student learning and opportunities for improvement, which are identified in an Instructor Assessment Reflection submitted to their Department Canvas shell. Department chairs review these reflections to detect recurring course-level issues that may affect program quality or student success.

CCCC revised the Instructor Assessment Reflection form when its revised Program Review process was implemented in 2025. The revised form more directly aligns with the Program Review template, helping department chairs more easily pull information from one source to the other. The Director of AIEP also reviews and summarizes reflections to identify institution-wide barriers to student success. These summaries are shared with department

chairs, giving them an additional perspective on student learning in their areas.

The CLO data collected guides the programs in teaching and learning consistency, rigor, and alignment with CCCC expectations. Instructor reflections continue to yield useful insights into student learning gaps. To optimize efficiency, the original Instructor Assessment Reflection form was simplified to reflect the revised program review, making data collection more impactful and less burdensome. Instructors find this form much easier and are able to provide constructive feedback on student learning gaps and interventions.

Program Learning Outcomes

PLOs in Career and Technical Education (CTE) programs, such as Agriculture, Wind Energy, Nursing are grounded in industry standards and informed by advisory board input on required skills, knowledge, and values.

Transfer programs such as Business, Education, and Health & Human Performance use PLOs developed by program faculty to support seamless transfer to four-year institutions. General education transfer programs in Communications, Humanities, Math, Science, and Social Sciences currently use General Education Outcomes (GEOs) as their PLOs. Current practices of using GEOs as PLOs for these areas helps provide additional data for those programs as largely general-education delivery programs; however, because students enroll in these programs as degree paths as well, CCCC is piloting program-specific PLOs in Fall 2026 in two of these general education areas, while the remaining areas finalize their new PLOs. The goal is to both help provide more meaningful data on students who complete those pathways and help streamline the overall assessment process and faculty workload.

PLO assessment occurs through the process described above using aligned course activities and rubrics embedded in Canvas. Programs vary in their approach: some designate specific courses for PLO assessment, while others assess outcomes across most courses. Similar to CLOs, instructors may choose to assess any PLOs aligned with their courses either in a single assignment or across multiple in a semester.

PLO assessment has produced actionable information in many CTE programs, leading to meaningful curriculum adjustments. For example, the Agriculture program assesses PLOs in various courses, including introductory courses, creating challenges for end-of-program assessments. To address this, a capstone course, if approved through the course-approval process, will be proposed in Fall 2026 and piloted in Spring 2027. The Nursing program assesses their PLOs in key courses throughout the program and reflects on levels of student learning, challenges, and successful modifications. Early Childhood Education has been undergoing a revitalization to strengthen the program, including connections to state organizations and work with local childcare centers.

In general education areas, using GEOs as PLOs has proven challenging. GEOs do not adequately serve as program-specific outcomes since many of the courses offered in these programs are taken by both majors and non-majors, which means the GEOs in the general education courses are assessed for all students in the course, not just program-specific students. A major strategic initiative is underway for 2026-2027 for Communications, Humanities, Math, Science, and Social Science programs to develop PLOs. Communications and Humanities are piloting their new PLOs among full-time faculty taught courses Fall 2026, with the rest scheduled to pilot in Spring 2027.

While general education areas evaluate new PLOs, the CTE programs will review their current program outcomes and identify needed revisions based on advisory board recommendations, industry standards, and employment needs. The programs will also review and reduce the number of PLOs to no more than five, unless outside accrediting bodies require more. The primary focus for CTE programs in 2026–2027 will be mapping PLOs to the most appropriate courses in the curriculum and designing assignments and activities for assessment. Other efforts include Agriculture developing a capstone course to pilot for PLO assessment rather than individual courses taken in the first semester and Wind Energy implementing advisory board recommendations of incorporating Global Wind Organisation standards. This is an optimal time for the Wind Energy to modify PLOs and determine the best assessment practices. For transfer programs that do not currently use GEOs as their PLOs (Business, Health & Human Performance, Education), faculty will map outcomes to suitable, specific courses and refine wording for greater clarity and intentionality.

General Education Outcomes

All GEOs are assessed using one instructor-provided artifact assignment, which is collected from all general education courses and uploaded into the Canvas department shells for the Director of AIEP to access and collect institutional data on GEOs. Courses in English, Communications, Humanities, Math, Science, and Social Sciences all utilize this process. This assessment process operates on two levels: instructors evaluate student performance within individual courses using a common artifact assignment, and teams of faculty evaluate a sampled, anonymous subset of the collected artifacts each summer, subsequently sharing those results with the General Education Committee.

GEOs are the only outcome level that requires all GEOs in a course to be assessed using a single assignment. This is to support the summer artifact evaluation process, so that reviewers are only needing to assess single artifact assignments from the general education courses, rather than multiples. Each general education area has also developed a scoring rubric to help instructors have consistent expectations on scoring, both during the course and the summer review. Summer review pairs assess their first two artifacts and then discuss their scoring decisions to help with norming the remaining artifacts that will be reviewed that day.

Because instructors also assess the artifacts themselves during the course, CCCC is able to have comparison data between instructors assessing their GEOs within the courses versus how the summer reviewers rated those artifacts. This data is used by programs to make improvements, such as revising or clarifying scoring rubrics, identifying areas of significant discrepancy, or making changes to outcomes.

Overall assessment data showed first-generation students were not mastering the outcomes at the same level as non-first-generation students. The General Education committee reviewed the artifact evaluation results and identified inconsistency in artifact assignment design, which impacted effective assessment of student learning. These challenges led to two major changes: the development of model assignments and a focus on resources for first-generation students within the 2025-2030 Strategic Plan. The use of model assignments was explored in Fall 2024 and Spring 2025 faculty in-service sessions. The model assignments are course specific and include the characteristics of Transparency in Learning and Teaching (TILT). The science program also revised its GEOs, which were

implemented in Fall 2025, and used new model assignments to align with the new GEOs. The data showed initially positive results for model assignments across the general education disciplines, though a small dip occurred for some areas in 25-26. AY 25-26 Program Reviews are currently in progress and will evaluate potential reasons for any changes in results.

The current practice of aligning GEOs to academic programs, rather than broader general or institutional outcomes, is being evaluated alongside the PLO development within those academic areas. Once all programs have clear, program-specific PLOs, the General Education and Assessment committees will begin working with academic areas to phase out GEOs as they currently exist and realign CCCC's ILOs to serve as the sole general education assessment practice.

Institutional Learning Outcomes

CCCC's five ILOs—Critical Thinking, Community, Ethics, Employment, and Sustainability—were adopted in 2018. From 2018 to 2022, programs assessed one chosen ILO in every program course. Since 2022, most programs have instead distributed ILOs across their curricula to ensure that students are being exposed to all five ILOs during their time at CCCC. Like CLOs and PLOs, ILOs can either be assessed in a single assignment or across several in a semester. ILOs are also the outcomes used by co-curricular programs to assess their impacts on student learning within their areas.

The current ILOs, while loosely aligned with guiding values, are effective in the ways they help provide a measure of success for those values, particularly as ILOs are assessed in co-curricular programs in addition to academic courses. However, data from ILO assessment sometimes reflects too much variation from year to year to be beneficial. In efforts to address some of that variation, a Fall 2024 in-service focused on faculty and co-curricular staff discussing how ILO content is presented to students and ways the outcomes are assessed. Those discussions led to changes in some assessment practices around ILOs, including programs doing more to tie each of the five ILOs to five specific courses within their respective curricula. Additionally, the institution is planning to evaluate and, if needed, develop new ILOs after the general education academic programs create PLOs.

In addition to the previously mentioned phase out of GEOs and realignment of ILOs for general education assessment, the College also plans to transition to a streamlined, rotational Institutional Learning Outcome (ILO) process where one core ILO per year is assessed. The intent of this shift is to reduce the assessment burden while drastically improving data validity. During the 2026-2027 academic year, the General Education committee will begin evaluating existing ILOs more closely, using initial feedback gathered during 2025-2026. New and/or revised ILOs will then be proposed by Spring 2027 for implementation later that fall. This work began alongside the PLO/GEO discussions, and it was decided to focus on those changes first before moving into ILOs, in order to not overwhelm faculty and staff working on evaluating those processes. The institution will maintain the current process for most courses while implementing the planned revisions to PLOs and ILOs.

Planned Streamlining of Outcome Assessment

In order to streamline outcome assessment, reduce faculty workload, and make the data collected more meaningful at each of the outcome levels, CCCC is planning the following adjustments to the assessment process described above. To reiterate, CCCC's existing process is working effectively, with instructors and programs regularly completing assessments each semester and using that data to make improvements. This streamlining is an effort to improve processes, create stronger data, and help instructors and programs focus on data that matters to them. Because these are future plans, no evidence currently exists on their effectiveness, but as was done with revisions to Program Review, CCCC will examine all improvements, discuss them with the relevant committees and faculty, and make adjustments as needed. That said, these planned changes are informed by the four years of assessment data, program reviews, and committee analysis noted above, and CCCC believes they will have meaningful impact on not only improving assessment practices, but also on employee retention and well-being.

Summary of Improvements:

- Course Learning Outcome assessment process remains the same.
- General Education Outcomes as they currently exist will be phased out. At that point, CCCC will stop using the terminology of General Education Outcomes.
 - The goal is phase out of GEOs for Communications, Humanities, Math, Science, and Social Science programs in Spring 2027.
 - Communications and Humanities are piloting this phase out in Fall 2026.
 - Fall 2027 will see the College no longer utilize the existing GEOs.
 - Over the 2026-2027 Academic Year, these changes will be communicated out to all faculty, including adjunct, concurrent, and online to help prepare them for this change.
- The process for assessing Program Learning Outcomes will remain unchanged, but all programs will examine PLOs and make changes as needed.
 - General education programs will no longer utilize the GEOs as their PLOs, but will instead develop program-specific PLOs that measure a student's success over the course of that program. The development of these PLOs will occur in Fall 2026, so that the remaining general education programs (Math, Science, and Social Science) can pilot in Spring 2027. Full implementation of new PLOs will occur Fall 2027.
 - Other programs with existing PLOs will review and revise them as needed over the 2026-2027 academic year, based on faculty input, assessment data, and advisory board communication in the case of CTE programs. Any changes to PLOs in these areas will be implemented Fall 2027.
 - Curriculum maps will ensure that the new and/or revised PLOs are clearly mapped to select courses within the program that best measure student success at the most opportune time within their coursework. These maps will be ready by Fall 2027.
- Institutional Learning Outcomes will potentially see the most change in its overall process compared to current approaches, although these changes are planned once the PLO streamlining is finished to help support communication and not have too many changes occurring at once.
 - CCCC will utilize the existing ILOs for the 2026-2027 and 2027-2028 academic

years. Because of the desire to focus on PLOs first, and the changes to ILOs potentially being more significant, CCCC wants to take its time in implementing changes to ensure faculty understanding. That said, should the PLO process be developed more quickly, CCCC plans to immediately begin work on ILO revisions in the hopes of fully implementing in Fall 2027 alongside the PLO revisions.

- Over 2026-2027, the General Education and Assessment committees will propose new and/or revised ILOs. These ILOs will function as general education outcomes in the broadest sense, rather than being tied to specific academic areas. Some overlap with academic areas will most likely still exist (for example, a hypothetical ILO on quantitative reasoning would involve mathematics primarily), but it would not mean they are being assessed only in courses within that discipline.
- Curriculum maps will ensure that the new and/or revised ILOs demonstrate student exposure to the ILOs over their time at CCCC. These maps will be ready ahead of the new ILO roll out.
- CCCC will evaluate the best approach to assessing ILOs. One option would be to keep things similar to the current process for GEOs: programs would develop common artifact assignments that would be used to assess the revised ILOs. These artifacts would still be evaluated each summer, also similar to existing process for GEOs. Effectively, the current GEO process, which has been effective in providing important data to programs, would largely remain intact but realign to the ILOs instead. However, other options will be explored by the General Education and Assessment committees, with faculty input, before arriving at a specific approach.

Ultimately, the goal is to have three clear levels of student learning outcomes: CLOs measuring learning for all students in a given course; PLOs measuring learning for all students in a given program; and ILOs measuring learning for all students at CCCC. Courses that currently have to measure three levels of student learning outcomes might only need to measure just CLOs, or perhaps CLOs and ILOs. Only courses specifically mapped to a PLO would assess those outcomes. Curriculum maps will become a more effective tool for the College in understanding not only the relationship between those levels of learning, but also in ensuring that students have exposure to all of the relevant outcomes over their time at CCCC, helping to prepare them for success in their future endeavors.

Sources

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- 3E Assessment Committee Prior Year Data
- 3E Assessment Data in Program Reviews
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- 3E Changes in Communications
- 3E Changes in Social Science
- 3E Changes to Science General Education Outcomes
- 3E Cocurricular Assignments
- 3E Communication with Program leads

- 3E Concurrent Course Shell
- 3E Department Shell Modules
- 3E Disaggregated Assessment Data in Comprehensive Program Reviews
- 3E Exported Data
- 3E Gen Ed Artifact Evaluator Scores
- 3E Gen Ed Artifact Instructor Assessment Data
- 3E General Education Artifact Evaluation Process
- 3E General Education Artifact Upload Assignment
- 3E General Education Committee Prior Year Data
- 3E Instructor Reflection Forms
- 3E Instructor Reflections in Program Reviews
- 3E Outcome Report in Canvas
- 3E PLO Alignment with Assignments
- 3E Procedure D25 Assessment
- 3E Rubric Examples
- 3E Rubrics for Single and Multiple Assignments
- 3E Scored Rubrics
- 3E In-Service Assessment Presentations
- 3E AY25 Assessment Tracking
- 3E General Education Rubrics
- 3E 2025-2026 Artifact Evaluation Report
- 3E Academic Maps
- 3E Committee Minutes
- 3E ILO Compare and Share
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- 3E 2021-2024 ECE Comprehensive Program Review
- 3E 2024 09 03 General Education Minutes
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- 3E 24-25 Nursing Career and Technical Education Annual
- 3E 2025 04 01 General Education Minutes
- 3E 2026 04 09 General Education Minutes and 3E 2026 04 14 Assessment Minutes
- 3E 2627 Ag AAS Academic Map and 3E AG AAS Curriculum Map
- 3E Adjunct Handbook July 2023
- 3E Advisory Boards Recommendations for CLO
- 3E Ag Capstone Course
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- 3E AY21-24 Agriculture Career and Technical Education Comprehensive
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- 3E Business PLO
- 3E CCCC Gen Eds & Social Behavioral PLO
- 3E Checklist for Designing Transparent Assignments and 3E Model Assignments for Program Learning Outcomes
- 3E CM05 and 3E MA06
- 3E Course Learning Outcomes
- 3E Course Syllabi Master
- 3E Curriculum Map SS AA and 3E Curriculum Map CM AA
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- 3E Data Tables for VPAA Fall 2025 Inservice and Gen Ed Summary 2023-2024
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- 3E First Gen Data Tables and Charts for Fall 2024 Inservice
- 3E General Education Artifact Evaluation 2023-2024
- 3E Global Wind Organization
- 3E Guides and Emails
- 3E Health-Professions PLO
- 3E HHP PLO
- 3E ILO Timeframe
- 3E Instructor Assessment Reflection 2.1
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- 3E Instructor Course Assessment Report Form - Revised 2024
- 3E KBOR
- 3E Master Contract
- 3E Model Assignment SC 131 and 3E SC 101
- 3E MOU
- 3E PLO Pilot for CM HU DE
- 3E PLO Proposed Timeframe
- 3E Policy D25
- 3E Procedure D25
- 3E Reflections
- 3E Renewable-Energy
- 3E Canvas Rubric Examples
- 3E Spring 2025 Inservice
- 3E Summer 2026 College Template
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- 3E Wind and GWO

3.F. Program Review

The institution improves its curriculum based on periodic program review.

Argument

Part of Cloud County Community College's (CCCC) mission is to “prepares students to lead successful lives”. Its curriculum, student learning, and actions towards continuous improvement are the foundation for this success. Each academic and co-curricular program maintains a program review framework for all offerings, evaluating quality of instruction, student achievement, and mission alignment in both annual and comprehensive reviews. The program review process evaluates teaching, learning environments, and support services through standardized templates for program assessments, faculty performance in pedagogy, scholarship, and service. Examples from various programs demonstrate consistent metrics for engagement, development, and student success.

The 2022 HLC Visit Team noted concern about employee fatigue with the program review process in place at the time. During the April 2024 In-service, faculty and co-curricular leads discussed the program review process and recommended some changes. Based on those changes, the 2023-2024 Annual program review revised several sections: Section 1 was reduced to program mission, Section 2: Student Data had several components removed, and Section 7: Faculty and Staff Success was removed. In Section 2: Student Data, the components removed included: grade distribution, course completion, majors, and completers. The focus shifted to student learning outcome assessment data from the academic year. Also, a decision was made to no longer disaggregate data in the annual program review since many of our programs have small numbers overall, and the disaggregation was not able to provide appropriate information to make decisions. The comprehensive program review was not changed significantly at that time, other than minor format changes, and still included evaluations of most of the data sections removed from the annual template.

Following participation in the Fall 2024 HLC Program Review Workshop, the College continued to refine its process by introducing three new tailored templates for CTE, transfer, and cocurricular programs, including a revised four-year comprehensive review schedule. All templates and schedules received approvals through Academic Affairs and Assessment Committees. Programs relying on grants or outside accreditation who need to do annual reporting, such as TRIO, Adult Education, and Nursing, are able to submit required grant or accreditation reports as their program review if they choose. However, those programs have opted to still utilize the revised program review process thus far.

All of the program reviews include sections on Curriculum, Student Data, and Program Improvement that are to be completed by November 15, but each variation examines that data in ways that are relevant to its students. The annual program reviews for Transfer and CTE review student learning outcome assessment data and reflect on program improvements from the previous year. Their comprehensive program reviews include additional data on grades, majors, completers, and transfer or employment information, as

well as more details regarding Program Improvement. Program faculty focus on the trends of these factors compiled over four years and look at disaggregated data to identify any gaps in student success. Changes to curriculum are noted in Transfer and CTE reviews, and include things such as updates to model assignments, revisions to scoring rubrics, and plans to address variations in student outcome data. Budget needs, including staffing, are previewed in the program reviews, when applicable, to prepare spring budget presentations. However, based on feedback from faculty and staff, who felt that the same information was being presented three different times--once in Program Review, once in budget presentations, and then again in the Zero-Based Budget (ZBB) worksheet--the new program review process emphasizes the latter two (budget presentations and the ZBB worksheet), which utilize data from program reviews. Examples from Transfer and CTE program reviews show the entire process in action.

Reviews yield data-driven enhancements, such as the Nursing program's Spring 2026 A.D.N. start option and a bi-level LPN option, new courses in Agriculture, and curriculum updates, including coursework and assessments for Early Childhood Education. These examples illustrate how reviews inform planning and resources to boost outcomes and workforce alignment.

Co-curricular programs continue to complete annual and comprehensive program reviews using the revised templates. At CCCC, co-curricular programs are defined as "learning activities, programs, and experiences that reinforce CCCC's mission, guiding values, and institutional learning outcomes." CCCC currently has eight co-curricular programs: Library, Residential Life, Student Success Center, TRIO, Advising, Student Engagement and Retention, Adult Education, and Athletics. These programs primarily use Institutional Learning Outcomes (ILO) for assessment purposes since they can be more easily tied to learning activities and programming, but program reviews ensure the mission and guiding values play a role in decision making as well. All co-curricular programs, except the library, currently use indirect assessments, though feedback indicates a push towards developing more direct approaches. Relatedly, the Admissions Department was recently removed as co-curricular program since any learning activities and programs were more challenging to assess, and the data evaluated under a department review would be more valuable to decision making.

Academic program reviews are first evaluated by Division Deans, and then by the Vice President for Academic Affairs (VPAA). Co-curricular program reviews are evaluated by the appropriate vice president or president. Program vitality is discussed with the deans and department chairs.

Feedback from program leads has been positive, particularly in addressing the workload associated with program reviews and in making them feel more meaningful in driving program decisions, citing improved usability, streamlined data, better assessment alignment, and greater confidence in using findings for curriculum and resource decisions. With the positive feedback in mind, the program review templates and process were not changed significantly, but the original 2024-2025 templates for CTE, Transfer, and Co-curricular programs, and associated Dean/VP feedback form were modified slightly in efforts to clarify instructions and better align program reviews and feedback year-to-year.

Other departments such as Business Office, Student Records, Online, Dual Credit complete Department Evaluations since student learning is not their focus or is captured in the

academic programs. The format of Department Evaluations is similar to Program Reviews, though the data collected and analyzed does not include student learning and is more reflective of the department reviewing.

Sources

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- 3F CTE Template
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- 3F PR Comprehensive AY20-22 and AY21-23
- 3F Procedures D25 - Assessment
- 3F Program Vitality
- 3F Summaries of Academic Program Reviews
- 3F Summaries of Cocurricular Program Reviews
- 3F Transfer Annual Template
- 3F Transfer Comprehensive Template
- 3F Transfer Template
- 3F 2025 04 03 Assessment Minutes
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- 3F Budget Examples
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- 3F ECE Changes
- 3F Feedback to SSC and TRIO
- 3F Program Examples
- 3F Program Review Discussion Spring 2024
- 3F Sample Department Evaluations
- 3F Cocurricular Program Reviews
- 3F Curriculum Changes in CTE Programs
- 3F Curriculum Changes in Transfer programs
- 3F Transfer Education Program Reviews
- 3F Career and Technical Program Reviews
- 3F D25 Cocurricular Definition

3.G. Student Success Outcomes

The institution's student success outcomes demonstrate continuous improvement, taking into account the student populations it serves and benchmarks that reference peer institutions.

Argument

In alignment with its mission to prepare students to lead successful lives, Cloud County Community College (CCCC) embeds student success outcomes into its core strategic planning. As formalized in Pillar Two of the 2025–2030 Strategic Plan, the college monitors the Kansas Board of Regents (KBOR) Student Success Index (SSI) as its primary macro-level benchmark for institutional effectiveness. Because the SSI tracks academic year cohorts for all Kansas public higher education institutions, includes part-time and transfer students, and accounts for system-wide persistence rather than just single-institution retention, it provides a highly accurate reflection of CCCC's student populations compared to other Kansas community colleges.

Institutional data demonstrates a clear trajectory of continuous improvement when benchmarked against the nineteen peer community colleges in Kansas. Over a six-year tracking period, the state average SSI ranged from 55.7% for the 2019 entrance cohort to 59.2% for the 2022 entrance cohort. In comparison, CCCC outperformed the state benchmark, climbing from an institutional low of 58.4% for the 2019 cohort to an exceptional 71.9% for the 2022 cohort, validating the efficacy of the college's student support frameworks.

Primary Measure:

The primary measure of student success is the SSI. Because this value is reported in KBOR's Community College Data Book and contains consistent, uniform data collected from all nineteen community colleges, it allows CCCC to know that the data used for benchmarking is the same across the Kansas community colleges. The SSI "provides a comprehensive picture of student success." The value incorporates graduation and retention rates based on an academic year cohorts. The SSI includes both full-time and part-time students, and tracks students who transfer from CCCC to other Kansas public institutions. These factors are better suited to community colleges who serve a diverse population exploring higher education for a variety of reasons. The Data Book is published in January of each year.

Secondary Measures:

Graduation and completion rates and the SSI do not tell the whole story of student success. Students come to CCCC for a variety of reasons: dual credit students, students completing a set of pre-requisite courses for another institutions, students looking to obtain a certificate or degree to enter the workforce, students wishing to transfer to a four-year college, or non-degree seeking students simply wanting to enhance their knowledge. As a community college there are different needs for different students, and the resources needed to make

them successful are not the same for every student. As a result, CCCC also uses other measures, both institutionally and at the program or department level, to help benchmark student success internally, particularly for areas that have a direct impact on student learning, retention, and success.

Academic Program Review

CCCC ensures continuous improvement at the programmatic level through comprehensive program reviews that analyze overall course completion and DFW (D, F, Withdrawal) rates, as well as student learning outcome data. Specialized programs utilize external licensing benchmarks to evaluate student readiness. For example, the Nursing program measures success through NCLEX pass rates and Certified Nurse Aide completions, while the Truck Driving program tracks Commercial Driver's License (CDL) attainment.

Advisement and Retention:

Advising and Retention uses a variety of data sets to measure student success. The number of students on Probation, Suspension, or Good Standing is reported for term-to-term and year-to-year. Dropout Detective also impacts student success. As an early alert system, instructors identify students with missing or low grades or poor attendance. The Retention specialist and other allies can reach out to the students and provide resources to help them succeed.

Athletics:

Athletics tracks GPA, retention from year-to-year, and eligibility of student athletes. This data is used internally as each team sets goals for GPA and retention. The data is also used externally for required reporting to the Jayhawk athletic conference.

Library:

The Library measures the number of classroom visits by library staff and total number of students in those visits. During the visits, students learn about the use of proper citations and the ethical implications. The use of academic databases is also a way to measure student achievement. Effectiveness of these initiatives is measured in the Library's program review.

Student Success Center (SSC):

The number of students using the SSC for tutoring and proctoring is an indirect measure of student success. The SSC shifted times tutors are available to be more responsive to student needs.

TRIO:

Through its annual performance review (APR), CCCC's TRIO program monitors the persistence, retention, and completion rates of its cohorts. Dedicated study and meeting spaces at both the Concordia and Geary County campuses are used to directly engage with TRIO students and help sustain these benchmarks.

Resources and Opportunities that Support Student Success

CCCC understands that student success is not a given, particularly as an open-access institution with students from varied backgrounds, abilities, and college readiness. In efforts to meet its student success measures, the College ensures that all of its support resources are available to students regardless of modality. Some examples of direct student support include:

- Both Concordia and the Geary County Campus have a Student Success Center for tutoring. In addition, students can request Zoom sessions for tutoring.
- TRIO staff provide academic tutoring and time management resources.
- International student orientation was expanded from one session to several to cover additional material based on student input.
- Study Hall requirements provide the time and space for student-athletes to complete their course work.
- New student orientations acquaint students with Canvas, resources, and other academic support departments. These are held for Concordia, GCC, and Dual Credit students each fall.
- The College Skills and Resources course is required for all first-year students taking nine or more hours. This course assists students in navigating their college career.
- The Personal Planning and Assessment course is required for students on academic probation or coming back from academic suspension. The goal of this course is to point students to resources and effective time management and study skills to be able to move off probation and into good standing.

Examples of continuous improvement initiatives to help students finish degrees and certificates faster and help prepare them for their future beyond CCCC include:

- Developing new courses and/or curriculum such as Equine courses to prepare for horse racing industry.
- Uncrewed Aerial Systems (UAS) will be a standalone program beginning Fall 2026 as a response to industry demands.
- Math co-requisite courses to help students complete their degrees in two years by removing the developmental courses that do not count towards graduation. An online option for math co-requisite support is being piloted in Fall 2026, so that online-only students have access to those supports.
- Nursing's bilevel program allows students to take the national test for Practical Nurse as they work towards the Associate Degree in Nursing (A.D.N.). This additional licensure addresses workforce needs and supports students with additional income while completing their degree.
- The Student Records office identifies students who meet graduation requirements and processes their degree. The office also accepts reverse transfer courses and then awards degrees earned.
- Kansas Board of Regents Systemwide General Education has been instrumental in increasing student success as they transfer to other public institutions; 34-35 hours in general education coursework is guaranteed to transfer once students have completed the package.

Sources

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- 3G 24-25 Nursing CTE Annual

- 3G 2024-2025 Cocurricular Annual Athletics
- 3G 24-25 Advising and Retention Annual Program Review
- 3G AG New Equine Courses
- 3G AY24 Library Cocurricular Annual
- 3G AY24 SSC Cocurricular Annual
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- 3G BOT 6.16.26
- 3G CCCC Student Success Index 2026
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- 3G FA24 Study Hall Tracker - Track
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- 3G NR Advisory Bilevel
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- 3G SSC Webpage
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- 3G TRIO Tutor Usage 2026
- 3G Truck Driving
- 3G International Student Orientation
- 3G Student Records Graduate
- 3G Math Co-Req Syllabi
- 3G Probation and Suspension Tracking
- 3G Student Athlete GPA Tracking

Criterion 3 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness in fulfilling its mission. The rigor and quality of each educational program is consistent regardless of modality, location or other differentiating factors.

Argument

Cloud County Community College (CCCC) fosters a climate built around student success, with decisions driven by data from its assessment, program review, and strategic and enrollment management plans. The College established a strong foundation in preparation for the 2022 Notice visit in which the visiting team indicated all areas were Met. CCCC knew that it would need to not only maintain those processes but continue to evolve and grow, particularly in areas the visiting team and IAC identified as potential for faculty or staff burnout.

In efforts to maintain assessment-centered practice, CCCC continued to work on improved communication and support for faculty and staff completing assessment and/or program review. These improvements include a revised Program Review process, partially developed with work completed at an HLC Program Review workshop; work to streamline the overall assessment process, including development of new Program Learning Outcomes (PLO) and realigning Institutional Learning Outcomes to be the sole outcomes used to assess broad general outcomes at CCCC; and finally, planned revisions to Curriculum Maps to ensure outcomes are clearly aligned and distributed across programs.

CCCC provides strong student services and tracks their effectiveness through either a program or department review, as well as in the 2025-2030 Strategic and Enrollment Management Plans. The College hired a Vice President for Student Services (VPSS), previously a Dean position, in 2023 to oversee admissions, advising, financial aid, mental health services, and student records in efforts to provide stronger support for those areas. In 2026, the VPSS also added student housing, foundation, and dual credit to his portfolio, based on internal discussions and efforts to align student support areas with the VP most aligned with their department.

Through initiatives with the Kansas Board of Regents (KBOR), CCCC successfully implemented math pathways and co-requisite support courses. Systemwide general education (SWGE) was also implemented through KBOR. This 34-35 credit hour package of general education courses helps ensure that transfer students have a seamless transition to another public institution in Kansas.

This robust system of internal assessment practices, quality and rigor control, program review, and student-centered services all drive the success of CCCC's mission through its academic offerings.

Sources

There are no sources.

4 - Sustainability: Institutional Effectiveness, Resources and Planning

The institution's resources, structures, policies, procedures and planning enable it to fulfill its mission, improve the quality of its educational programs, and respond to future challenges and opportunities.

4.A Effective Administrative Structures

The institution's administrative structures are effective and facilitate collaborative processes such as shared governance; data-informed decision making; and engagement with internal and external constituencies as appropriate.

Argument

Shared Governance and Collaborative Processes

Cloud County Community College (CCCC) engages in shared governance through development and review of policies and procedures as well as institutional planning. The college has standing committees with membership of faculty, staff, students to ensure the voice of constituents in all decision-making. The standing committees' purposes include the following: to make appropriate evaluations concerning specific aspects of the college, which are of concern of the institution as a whole; make recommendations to the appropriate administrators; or to permit representative participation in the academic governance of the college by the administration, faculty, staff, and student groups.

CCCC standing committees are Academic Affairs, Student Services, Administrative Services, Technology Services, Benefits Committee, and T-Bird Community Council. Additional insight is gathered from Student Senate, faculty meetings, and President's Cabinet when decisions have direct impacts on those areas. This includes decisions beyond policy and procedure review, such as increases to tuition and fee rates, which are reviewed and discussed with Student Senate, Administrative Services, and President's Cabinet prior to presentation and approval by the Board of Trustees. The Board of Trustees (BOT) is involved in policy, budget, and planning decisions.

The Academic Affairs committee is led by the Vice President for Academic Affairs (VPAA) and includes faculty department chairs, the Division Deans, Directors from academic and student service areas, representatives from the Geary County Campus (GCC), and a member of the student senate.

Student Services is chaired by the Vice President for Student Services (VPSS), and includes faculty, athletics, student services staff, housing, and GCC representatives, and a member of the student senate.

The Vice President for Administrative Services (VPAS) leads the Administrative Services committee. Additional representation includes faculty from both campuses, hourly support staff, student senate delegates, and the Directors from within Administrative Services, including Human Resources, IT, Accounting, and Buildings and Grounds.

The T-Bird Community Council ensures that CCCC students, faculty, and staff from all backgrounds have support and develop a sense of belonging and community while at the College. This standing committee consists of two support staff, two administrative support staff, two full-time faculty, one GCC representative, two students, and two community members.

The Benefits committee meets as needed before any major changes in fringe benefits would be made. It consists of two faculty, two support staff, two administrative staff, and two board members.

The last standing committee is Technology Services, which consists of the VPAS, Director of IT, Director of Library Services, Coordinator of the Student Success Center (SSC), Director of Advisement and Retention, one support staff employee, one administrative support staff member, two full-time faculty, one GCC faculty member, and the Director of Online Services. Due to turnover in the Director of IT position, this committee has not met as regularly as it once did, though now that a new Director has been hired, monthly meetings will resume this fall when faculty are back on contract.

Policy and Procedure Review

Any policy and procedure change follows the policy review process to ensure that shared governance is inclusive of all internal constituencies. This review process starts with the respective standing committee, where a sub-committee evaluates the existing policy and procedure up for review and presents recommended changes to the standing committee. Once the standing committee approves the recommended changes, the draft revisions are sent to all faculty and staff for review and input. That input is collected and presented along with the recommended revisions at President's Cabinet. Final approval of college procedures occurs in President's Cabinet, and any policy changes are approved by the Board of Trustees (BOT). In the event a new policy and procedure needs developed, it follows the same process, with the standing committee drafting the policy and procedure rather than revising. Policies and procedures are reviewed every three years, at minimum, or as needed.

Data-Informed Decision Making

CCCC uses data to reach informed decisions in the best interest of the institution and its constituents. For example, CCCC's 2025-2030 Strategic Plan was developed with input from faculty, staff, BOT, students, and local community. This input came in the form of surveys, focus groups, and In-Service sessions.

The Coordinator of Institutional Research completes all required reporting projects each year, including Integrated Post-secondary Education Data System (IPEDS) surveys and Kansas Board of Regents' Data, Research, and Planning division reports. This data is compiled by the Kansas Board of Regents (KBOR) in the annual Community College Data Book and Kansas Higher Education Statistics (KHEStats) public database. CCCC uses data contained within the Data Book each year to help benchmark against peer institutions

across Kansas, primarily through the Student Success Index, which measures student retention, completion, and transfer data. The Data Book also contains financial information for each institution, which allows CCCC to compare tuition, fees, and allocations to other Kansas community colleges.

CCCC also uses the Community College Data Book and KHEStats during yearly budget study sessions between the administration and the BOT to draw the board's attention to enrollment trends, funding sources, as well as provide a general comparison to other community colleges in the system.

Another data source used by CCCC is the Career and Technical Education Comprehensive Local Needs Assessment (CLNA), which is completed as part of Perkins reporting. The CLNA led CCCC to request the addition of an LPN Bi-Level program, which was approved for Academic Year 2026.

Administration utilizes the Annual and Comprehensive Program Reviews to inform the decision-making process for the institution and its constituents. Reviews are completed by faculty department chairs in collaboration with faculty in their program and the Director of Assessment, Institutional Effectiveness, and Planning, who provides the data, as well as feedback and support through the process as needed. Information from program reviews is then utilized in the annual budget presentations and subsequent Zero-Based Budgeting (ZBB) process to justify budget requests.

Program reviews have been used to evaluate the necessity or removal of different programs resulting in the removal of the EMT program due to the need being met by community organizations. The 2024-2025 Music Department program review identified that the quality of the grand piano used for activities such as the KSHSAA Regional Music Festival had deteriorated significantly. Funding for a new piano was requested as part of the annual Zero-Based Budgeting process and was ultimately provided through the CCCC Foundation.

Engagement with Internal and External Constituencies

Internal Constituencies

In addition to policy and procedure review, the standing committees also help the college make broader decisions related to the area(s) within them. For example, in Academic Affairs, these include curriculum updates and the implementation and coordination of statewide initiatives. Another example is Student Services, where the committee recently proposed updates to the Welcome Center and Student Union common areas on campus, which were then moved to the Facilities Committee for additional review and feedback.

Ad hoc committees are also formed as needed when specific institutional decisions need made. Examples include the Canvas Standardization Taskforce, made up of faculty and the Director of Online Services, and the Faculty Onboarding Taskforce, made up of faculty, the Director of Dual Credit and Outreach Education, and the Director of Online Services. The Director of HR will be added to that taskforce beginning Fall 2026, now that the taskforce is closer to implementing planned recommended improvements.

The Vice Presidents meet regularly with their direct reports to ensure effective support and communication through any issues or decisions that might be occurring. The VPs will often present updates on some of those items to President's Cabinet, as well as to the President

during weekly Executive Administration meetings between the President, the VPAA, VPAS, and VPSS.

Faculty and Staff attend In-Services held throughout the academic year that provide opportunities for internal constituents to engage in institutional planning and discuss future challenges and opportunities.

The board meets annually for a planning retreat (2024/2025 and 2026) to discuss opportunities and challenges of the college and how to align goals with the overall strategic plan. Potential budget scenarios for the upcoming fiscal year are also presented at this retreat.

All committee, cabinet, and BOT meeting minutes are available in the iCloud portal or the college website and can be viewed at any time by employees to encourage communication, transparency, and effective collaboration.

Since May 2020, the President has hosted monthly Campus Community Meetings with all faculty and staff to promote transparency on important college matters and a forum for open discussion and collaboration. The attendance of the Campus Community Meetings average 77 employees.

External Constituencies

CCCC faculty and staff serve on a variety of community boards, councils, and economic development groups. This provides an opportunity for the College to engage with external constituents and better understand ways it can support those entities through programs, facilities, and volunteering. Those external groups also provide insight into College decisions through feedback and ideas, which can be brought back to the relevant internal entities.

The President serves on the Kansas Association of Community College's (KACC) statewide group and is currently the President of that organization. KACC is comprised of presidents from all of Kansas community colleges and helps ensure coordination of Kansas Board of Regents (KBOR) and legislative initiatives that impact community colleges. The VPAS often attends these weekly KACC meetings, specifically when the agenda includes items related to state funding. The VPAS also meets regularly as part of the Kansas Association of Community College Business Officers (KACCBO) meetings. These external meetings ensure that the College is able to implement and address statewide initiatives and anticipate budget impacts in a timely manner.

Similarly engaging with external voices, the VPAA regularly attends KBOR meetings and serves on two of their standing committees: the System Council of Chief Academic Officers (SCOCAO) and the Transfer and Articulation Council (TAAC). The VPAA is also a member of the Kansas Council of Instructional Administrators (KCIA), which meets quarterly via Zoom and once per year in person. These meetings typically revolve around current and upcoming KBOR initiatives, but also include discussions around how each institution handles various policies, procedures, and processes on their campuses in an effort to share and learn.

Advisory Boards provide input regarding industry needs. CCCC's technical programs hold Advisory Board Meetings to gather information relative to those programs, including potential curriculum changes. Examples include the bi-level Nursing program mentioned

above and the recent decision to separate CCCC's Uncrewed Aircraft Systems (UAS) program out from Renewable Energy and into its own area.

Sources

- 4A Cabinet Meeting Minutes
- 4A Campus Community Meeting Agendas
- 4A Program Review Responses
- 4A New Policy Development
- 4A In-Service Sessions
- 4A Updates to Welcome Center and Union
- 4A Cabinet Updates
- 4A Benefits Committee
- 4A TBird Community Council Minutes
- 4A Master Contract, Section 05.5
- 4A Academic Affairs Minutes 1.23.26 Nursing Bi-level
- 4A BOT Retreat Packets 2024 and 2025
- 4A BOT Retreat Packet 2026
- 4A KACC Quarterly Meeting Agendas
- 4A Board of Trustees Policies
- 4A Policy Cabinet Review and Approval
- 4A TAAC Agendas
- 4A KCIA Agendas
- 4A KACCBO Agendas
- 4A Tuition and Fee Increases
- 4A System Council of Chief Academic Officers Agendas
- 4A Student Senate Minutes
- 4A Community Service
- 4A Strategic Plan Feedback
- 4A Nursing & Renewable Energy Advisory Board Minutes
- 4A Canvas Standardization
- 4A Program Reviews
- 4A Zero Based Budgeting
- 4A Communications Humanities Program Review
- 4A Nursing Program Review
- 4A EMT Program Review
- 4A 2026 IPEDS data
- 4A KBOR Data Book-2026
- 4A Academic Affairs Minutes 2.5.26 Drones
- 4A Administrative Services Minutes
- 4A Student Services Minutes 25-26
- 4A AA Minutes Onboarding Taskforce
- 4A Budget Study Sessions 24-26
- 4A Faculty Meeting Minutes 2025-2026
- 4A Academic Affairs Minutes 11.6.25 Policy & Procedure
- 4A AA Minutes 11.6.25
- 4A Academic Affairs Meeting Minutes
- 4A Fall 2024 and 2025 In-service Agendas

4.B Resource Base and Sustainability

The institution's financial and personnel resources effectively support its current operations. The institution's financial management balances short-term needs with long-term commitments and ensures its ongoing sustainability.

Argument

Cloud County Community College (CCCC) ensures that its financial and personnel resources are sufficient to effectively support its current operations. Through structured planning, regular evaluation, and responsible resource allocation, the college maintains the staffing, services, and financial capacity necessary to carry out its mission and support day-to-day institutional functions. In addition, the college's financial management practices balance short-term operational needs with long-term commitments, ensuring ongoing stability and sustainability.

Financial Resources

The College maintains a stable financial position through prudent budgeting, diversified revenue streams, and ongoing monitoring of fiscal performance. Primary revenue sources include state appropriations, tuition and fees, and local property tax support, which are all then supplemented by grants and auxiliary operations. The College uses a conservative budgeting approach that aligns expenditures with projected revenues and institutional priorities.

CCCC has the fiscal resources necessary to support and sustain effective operations of the college. The college receives revenue from several sources. The six major sources of funding for AY26 were student tuition and fees (16.28%), local property taxes (18.41%), Federal Grants and Contracts (12.57%), State appropriations (17.36%), State and Local Grants and Contracts (10.16%) and Auxiliary enterprises (20.83%). The percentage of these sources are relatively stable year after year, which supports a consistent planning model.

Overall, the college relies primarily on local ad valorem (local property tax), tuition and fees, and state appropriations. State appropriations are determined annually by the State Legislature and is based on the instructional cost model. In 2011, SB143 created a new postsecondary education formula for community and technical colleges. The model was developed to identify direct and indirect expenses required to deliver academic courses to Kansas resident students, and to then calculate the state's share of those costs based on college data collection using a three-year rolling average of enrollment. CCCC's state appropriations have been relatively stable, but there will be an increase in AY27 due to enrollment increases over the past three years.

Local ad valorem revenue for CCCC is generated through property taxes levied within the college's taxing district, which is Cloud County. While the college's assessed property valuation has increased over time, the mill levy has been reduced, reflecting a deliberate effort to limit the tax burden on the community while maintaining stable ad valorem revenue.

Tuition and fees at CCCC are set annually through a structured process that involves several layers. As part of the process, the college formulates an annual tuition and fees study by reviewing current rates in comparison with peer institutions, analyzing enrollment trends, and evaluating program costs to ensure tuition and fees remain competitive while supporting the financial sustainability of the college. Leadership also meets with the Student Senate to gather student input and approval before recommendations are finalized. The college then presents the information to the Board of Trustees (BOT) during the annual tuition and fees study session, where tuition scenarios and financial projections are reviewed and discussed. Following this process, the BOT takes formal action in the subsequent months to approve tuition and fees for the following academic year.

When compared to other Kansas community colleges, tuition and fee rates at CCCC currently rank in the middle, reflecting a balance between affordability for students and the resources needed to maintain high-quality programs and services

Strategic Budgeting and Resource Allocation

CCCC has a well-developed budgeting process that consistently produces balanced budgets and supports fiscally responsible operations. Despite challenges such as fluctuating enrollment and the uncertainty in state appropriations, the college has maintained a stable financial position.

To ensure that available resources are allocated effectively and aligned with institutional priorities, the college utilizes a zero-based budgeting (ZBB) approach. The process allocates institutional resources based on current needs and priorities rather than prior-year budgets. Departments and programs justify all expenditures annually, strengthening alignment with the college's strategic plan, program reviews, and student learning outcomes. The process is highly collaborative and involves participation from all departments. Budget managers complete departmental budget worksheets and demonstrate how requested funds support academic and co-curricular program needs, strategic initiatives, and student success outcomes. The college also provides an opportunity to participate in annual budget presentations, during they present and advocate for their budget requests. These presentations are open to all faculty and staff, allowing anyone to observe departmental presentations to foster discussion, clarification, transparency, and a shared understanding of institutional priorities. Budget requests are then reviewed and prioritized, with final funding decisions informed by available revenue, including tuition and fees and state appropriations.

The ZBB process follows a consistent annual timeline and is supported by ongoing financial planning. The Vice President for Administrative Services (VPAS) conducts annual budget study sessions with the BOT and presents multiple budget scenarios, incorporating both internal factors (such as enrollment trends and personnel needs) and external considerations (including state funding and legislative changes). Through this structured and participatory approach, the college ensures that resources are allocated strategically, transparently, and in alignment with institutional goals, supporting both current operations and long-term financial sustainability.

CCCC maintains strong financial oversight through regular monitoring, transparent reporting, and established internal controls. All expenditures are approved through established requisition processes, with budget managers and vice presidents providing oversight and approval, and the President approving expenditures exceeding \$10,000.

The college monitors its financial position monthly through the Business Office with detailed financial reports presented to the BOT for review and approval. An Audit and Finance Committee, comprised of members of the board, conducts an in-depth, monthly review of financial statements prior to board meetings. During these sessions, the VPAS presents key financial documents, including the general fund balance, statements of revenue and expenses, auxiliary fund reports, and other fund summaries. These documents allow the college to closely track revenue streams, recognizing the variability in funding sources to support informed decision making. The committee also reviews significant expenditures and transfers exceeding \$25,000 in accordance with institutional purchasing policy. Purchases exceeding \$25,000 are approved by the BOT before the College can proceed with the purchase.

Budget managers have access to real-time financial data through the Jenzabar Information System, allowing them to monitor budgets, expenditures, encumbrances, and available balances. System controls provide alerts when transactions exceed available budget authority, supporting responsible fiscal management at all levels.

Fiscal Monitoring and Performance Indicators

The college undergoes an independent annual audit conducted in accordance with Government Auditing Standards (GASB 34/35). Audit results are presented to the Board of Trustees each year, with a presentation from the auditor one month and final acceptance occurring the following month. Audits from 2023, 2024, and 2025 consistently demonstrate sound financial practices, with the college receiving unmodified opinions and no significant findings in recent years. Data from the audits is also used when submitting the annual HLC Institutional Update.

CCCC has experienced fluctuations in the College's Composite Financial Indicator (CFI) over the last few years, which reflect intentional, strategic decisions related to capital investment, compliance requirements, and external funding alignment rather than underlying financial instability. In FY 2025, the College's CFI decreased due to a proviso in Kansas Senate Bill 125 requiring community colleges to maintain no more than six months of reserves on hand to remain eligible for state appropriations. To comply, the College reallocated approximately \$1.5 million into certificates of deposit, which were noted on the 2025 audit. This was a one-time legislative requirement, and CCCC anticipates a return to typical reserve practices in the subsequent fiscal year. Additionally, the College received a gift of land valued at nearly \$4 million, which is planned for sale in 2026 to further strengthen financial positioning. Earlier fluctuations in the CFI are primarily attributable to strategic capital investments. The construction of a \$17 million Technical Education and Innovation Center reduced cash reserves and increased debt through \$4 million in Certificates of Participation. Similarly, ongoing fundraising efforts for additional campus facilities have temporarily increased both assets and debt ratios, reflecting a planned approach to long-term infrastructure development supported by external funding and donor contributions.

Overall, while the individual financial indicators have varied from year to year, the changes reflect deliberate strategic decisions, capital investments, and external factors rather than structural financial weakness. The college continues to monitor key financial metrics to ensure long-term sustainability and its ability to support institutional priorities.

Leveraging External Funding to Balance Short-Term Needs and Long-Term

Sustainability

CCCC actively pursues external funding to support its strategic priorities and operational needs. These efforts diversify revenue streams, expand programs and services, and enhance resources available to students, faculty, and staff. Grant funding and philanthropic support also enable the college to strengthen facilities, invest in instructional programs, and advance strategic initiatives without relying solely on tuition, local ad valorem, and state appropriations.

To ensure external funding opportunities align with institutional priorities, the college maintains a formal grant request form and approval process. This helps evaluate proposed projects for alignment with the College's mission, strategic plan, and long-term financial goals before grant applications are submitted. By integrating grants, Foundation support, and donor contributions into its financial planning, the college strategically supplements institutional resources while maintaining a focus on long-term sustainability. This diversified approach strengthens the college's capacity to invest in its mission, respond to emerging opportunities, and support student success.

Examples of External Grant Funding:

2025–2026

- Dane G. Hansen Foundation (Cadaver Lab) – \$300,000
- Patterson Family Foundation (Cadaver Lab) – \$500,000
- Dane G. Hansen Foundation (CloudAID Drone Project) – \$250,000
- Dane G. Hansen Foundation (Children's Center Staff Bonuses) – \$9,150
- Dane G. Hansen Foundation (Nursing Scholarships) - \$100,000
- Blue Cross Blue Shield of Kansas (GCC Food Pantry) - \$20,000

2024–2025

- Dane G. Hansen Foundation (Children's Center Staff Bonuses) – \$8,236
- Child Care Aware (Children's Center Capacity Grant) – \$14,500
- Dane G. Hansen Foundation (Nursing Scholarships) - \$100,000

2023–2024

- American Rescue Plan Act funds through the Kansas Department of Commerce (Technical Education and Innovation Center) - \$4,000,000
- Dane G. Hansen Foundation (Nursing Pyxis System) – \$100,000
- Dane G. Hansen Foundation (Nursing Scholarships) - \$100,000
- Earl Bane Foundation (Technical Education and Innovation Center) – \$50,000
- Sunderland Foundation (Technical Education and Innovation Center) – \$500,000

2022 – 2023

- Sunderland Foundation (Technical Education and Innovation Center) – \$1,000,000
- Patterson Family Foundation (Technical Education and Innovation Center) – \$500,000
- Dane G. Hansen Foundation (Nursing Scholarships) - \$91,500

CCCC's Foundation

Support from CCCC's Foundation is an integral source of external funding that balances short-term needs and long-term commitments. The Foundation's mission is to advance and support the endeavors of CCCC, with a deliberate focus on enhancing institutional facilities, strengthening educational programs, and expanding opportunities for students. The College and Foundation have a memorandum of understanding to ensure the Foundation's mission directly aligns with the College's strategic priorities and reflects a commitment to long-term institutional sustainability and student success. In fulfillment of this mission, the Foundation plays a critical role in securing private resources and advancing key institutional initiatives. Its impact is demonstrated through substantial investments in both academic programming and capital improvements. Notable contributions include \$1.5 million in support of the Technical Education and Innovation Center, \$50,000 for the Baseball Clubhouse, and \$105,390 for the Cadaver Lab through the acquisition of an Anatomage Table. Additional fundraising efforts have supported the new athletic scoreboards and the Hall of Fame Room.

The Foundation Board of Directors meet quarterly to review Foundation activities, oversee financial performance, and provide strategic guidance. Through its governance and stewardship, the directors help ensure that philanthropic resources are aligned to strengthen the college's capacity to support student success and future growth.

The Foundation's financial stewardship is guided by a formal Investment and Distribution Policy that reflects a prudent and sustainable approach to endowment management. The policy limits annual disbursements from permanent endowment funds to no more than 4% of the average market value over the prior five years, calculated as of June 30 each year. This approach helps mitigate market volatility while providing a stable funding source for institutional priorities. To preserve the long-term value of endowment assets, distributions are prohibited when a fund's market value falls at or below its historic dollar value unless expressly approved by the Board of Directors.

Before approving annual distributions, the directors evaluate multiple factors, including general economic conditions, inflation or deflation, expected investment returns, institutional needs, and preservation of the endowment. Although no exceptions to the standard distribution methodology have been necessary, the policy provides flexibility for Board of Directors-approved distributions under exceptional circumstances. Any such action requires formal documentation and consideration of the policy's established criteria, ensuring transparency, accountability, and responsible fiduciary oversight. This structured and deliberate process ensures that financial decisions remain aligned with both current operational needs and long-term sustainability.

The Foundation also maintains comprehensive fiscal policies and procedures to monitor expenditures and safeguard financial resources. Financial transactions are recorded promptly using cash basis accounting, supported by a structured chart of accounts and oversight from the Foundation Director. Internal controls require expenditures to be properly documented, authorized by designated personnel, and clearly linked to their intended purpose. Segregation of duties is implemented to reduce the risk of error or fraud, and disbursements exceeding \$500 require dual signatures, adding an additional level of review. Ongoing monitoring is supported by monthly bank reconciliations, completed and reviewed within 30 days to ensure alignment between recorded transactions and actual cash activity. Finally, the Foundation's financial processes are validated through an annual independent audit (2023) (2024) (2025) conducted by an external accounting firm.

Collectively, these governance, investment, and financial oversight practices demonstrate the Foundation's commitment to responsible stewardship of philanthropic resources and provide assurance that funds are managed transparently, prudently, and in alignment with the college's long-term strategic priorities.

Personnel Resources

CCCC maintains sufficient and well-managed personnel resources to support its current operations and institutional mission. The College currently employs 37 full-time faculty and between 93-100 adjunct faculty, which varies slightly each semester. Staff consists of 57 full-time administrative staff, 36 full-time support staff, and 49 part-time staff.

Staffing decisions are guided by enrollment trends, program demand, and strategic priorities to ensure alignment between workforce capacity and institutional needs.

Employee Recruitment

CCCC employs qualified faculty and staff sufficient to support academic programs, student services, and operational functions. Staffing decisions are informed by program demand, student outcomes, and strategic priorities.

The college hires employees using detailed job descriptions, promoting positions appropriately through intentional job advertisements, and offering competitive compensation. Hiring steps and evaluation processes are clearly outlined through policy and procedure. A hiring rationale form is required when a new position is presented or when a position becomes vacant. Selection committees are comprised of those who have demonstrated knowledge of the position and include representation from across college divisions. The Director of Human Resources (HR) provides each search committee with guidance on conducting an equitable search process. The committee members review applications and, when evaluating, utilize a matrix to determine which candidates meet or exceed required qualifications. Only qualified candidates advance through the interview process.

An example of balancing personnel resources with short-term need and long-term commitment was the Coordinator of the Student Success Center (SSC). The previous iteration of that position was a full-time, nine-month contract, with limited hours during winter and summer breaks. In looking at other needs at the College, the Vice President for Academic Affairs (VPAA) requested the position be made a full-time, twelve-month contract with additional duties to provide career services support in the SSC since those services were on hiatus with an earlier resignation in 2024. Another example is the reduction of faculty within the Renewable Energy (RE) program. While previous years focused on expansion, the most recent Program Review and an analysis of enrollment data indicated that a reduction was necessary to align staffing with current student demand due to a period of decreased enrollment that no longer supported the faculty levels requested during the 2025 budget cycle. Consequently, the program is streamlining its instructional team to ensure the curriculum remains sustainable and efficiently managed considering these updated levels.

Employee Development, Evaluation, and Retention

The College provides ongoing professional development and compliance training to support employee effectiveness and regulatory adherence. Mandatory annual training through

Vector SafeColleges includes sexual harassment prevention, Title IX, and FERPA. Defensive Driving and Bloodborne Pathogen training are also offered through Vector, though are only mandatory for certain employees. CCCC also provides intentional training, such as new-employee orientation, supervisor training, and student information system training.

In order to ensure CCCC personnel effectively support current operations, other training and professional development is offered throughout the year. The College purchases an institutional registration to NISOD's virtual conference each fall, which allows for faculty and staff to register individually at no cost. Recordings from the virtual conference are then available to those who register for up to six months. Monthly faculty meetings are often centered around various topics affecting faculty including AI discussions, classroom policy sharing, and new online accessibility guidelines. Since 2024, CCCC has also conducted its Fall In-Service as a mini-conference, with sessions lead by faculty and staff on topics directly related to college operations and/or improvements.

Retention data demonstrates workforce stability, with the College averaging an 82% full-time employee retention rate over the last five years. Many departments include employees with tenure exceeding 10 years, reflecting strong institutional commitment and employee satisfaction. A Strategic Initiative within the College Prosperity pillar of the 2025-2030 Strategic Plan is "Recruit and Retain." As part of that initiative, the President, VPAS, and Director of Human Resources are actively pursuing a strategic goal to "Utilize wage studies and research in employee health and well-being to recruit and retain employees." CCCC utilizes data from KACCBO data books to benchmark its compensation against other Kansas community colleges. This information supports the College's compensation analysis for both faculty and staff and helps inform decisions regarding salary competitiveness. When financially feasible, adjustments are made annually to support competitive salaries, as demonstrated for FY 2025, 2026, and 2027. In addition, the College provides competitive healthcare benefits and covers the majority of employees' health insurance premiums.

CCCC conducts annual performance evaluations for administrative and support staff to ensure accountability, continuous improvement, and alignment with institutional goals. Evaluations include structured feedback between supervisors and employees, goal setting for professional growth, and identification of training or development needs. The process supports ongoing employee effectiveness and contributes to improved job performance and institutional efficiency. Faculty evaluations are conducted on a regular cycle, per the Master Contract. Evaluation outcomes are also used to inform professional development planning and reinforce alignment between individual performance and institutional priorities. One example of this is a faculty meeting that will be conducted in Fall 2026 to address a concern raised around communicating and timely reporting of academic integrity violations to students. This allows all faculty to have conversations around the importance of early tracking of violations, as well as how to handle those with students, particularly with increased AI availability and usage.

Additional professional development opportunities are provided to ensure employees remain current in their fields and effective in their roles. Professional development for staff is funded through the Director of HR's budget, and professional development for faculty is funded through the Vice President for Academic Affairs budget. Professional development request forms are submitted to the appropriate area for approval.

A leadership development opportunity for professional development is conducted through the Kansas Association of Community Colleges, which is the Kansas Community College Leadership Initiative (KCCLI), a ten-month leadership development program for individuals in the Kansas Community College system who aspire to hone their leadership skills and prepare to exercise leadership on their campuses. Participants meet for monthly sessions at different community college campuses across the state to appreciate the similarities and differences within the Kansas Community College system. CCCC has sponsored several employees who have successfully completed this program, which has been instrumental in succession planning.

Together, these practices demonstrate that the college effectively manages its financial and human resources to support current operations while strategically aligning resource allocation with long-term institutional sustainability.

Sources

- 4B KACCBO Data Books Wage Information
- 4B 2027 Compensation Approval
- 4B 2026 Compensation Approval
- 4B 2025 Compensation Approval
- 4B Faculty Compensation Analysis and Benchmarking
- 4B Staff Compensation Analysis and Benchmarking
- 4B Healthcare Benefits
- 4B Insurance Premiums
- 4B KCCLI Participants Cloud
- 4B KCCLI Professional Development
- 4B New Employee Orientation Packet
- 4B Professional Development Request Forms and Examples
- 4B Student Information System Training
- 4B Employee Tenure Exceeding 10 Years
- 4B Employee Retention Rates
- 4B Financial Data Monitoring through Jenzabar
- 4B Schedule of Annual Department Budget Presentations
- 4B Zero-Based Budgeting Instructions and Standardized Budget Worksheet
- 4B Department Budget Worksheet Documentation of Linkage
- 4B Annual Tuition and Fees Study Session Agenda and Minutes
- 4B Primary Revenue Sources for Three Years
- 4B Department Budget Presentations
- 4B 2025-2026 Patterson Family Foundation \$500,000 Grant Award Cadaver Lab
- 4B 2025-2026 Dane G. Hansen \$100,000 Grant Award Nursing Scholarships
- 4B 2022-2023 Dane G. Hansen \$91,500 Grant Award Nursing Scholarships
- 4B 2023-2024 Dane G. Hansen \$100,000 Grant Award Nursing Scholarships
- 4B 2024-2025 Dane G. Hansen \$100,000 Grant Award Nursing Scholarships
- 4B Search Committee Guidance
- 4B Hiring Rationale Form Redacted
- 4B RE Program Review
- 4B Scoreboard Fundraising Project
- 4B BCBS Grant \$20,000
- 4B Supervisor Training

- 4B Supplemental Budget Request Review
- 4B Additional Professional Development
- 4B Sample Matrices Redacted
- 4B Enrollment Data
- 4B \$1.5 million in Support from Foundation to the College
- 4B \$8,236 Support from Dane G. Hansen Foundation for Children's Center
- 4B \$9,150 Support from Dane G. Hansen Foundation for Children's Center
- 4B \$50,000 Support from Foundation to Baseball Clubhouse
- 4B 2011 Kansas SB143 Postsecondary Education State Reimbursement
- 4B 2022 Patterson Family Foundation \$500,000
- 4B 2022 Sunderland Foundation \$1,000,000 Grant Award Letter
- 4B 2023 CCCC Audit
- 4B 2023 CCCC Foundation Audit
- 4B 2023-2024 \$4 million in ARPA Funds from Kansas Department of Commerce
- 4B 2023-2024 \$50,000 Earl Bane Foundation Grant Award
- 4B 2024 CCCC Audit
- 4B 2024 CCCC Foundation Audit
- 4B 2024 Child Care Aware Grant Agreement \$14,500 Children's Center
- 4B 2024 Dane G. Hansen \$100,000 Grant Award Nursing Pyxis
- 4B 2024 Sunderland Foundation \$500,000 Grant Award Letter
- 4B 2025 CCCC Audit Disclosure of Compliance with SB125
- 4B 2025 CCCC Audit
- 4B 2025 CCCC Foundation Audit
- 4B 2026 Dane G. Hansen \$250,000 Grant Award CloudAID Drone Project
- 4B 2026 Dane G. Hansen \$300,000 Grant Award Cadaver Lab
- 4B Academic Affairs Professional Development
- 4B Administrative Evaluations
- 4B Anatomage Table Support from Foundation
- 4B Annual Tuition and Fees Study Session Presentations
- 4B Assessed Valuation Increase Over Last 5 Years
- 4B Audit and Finance Committee
- 4B Auxiliary and Other Fund Reports from Monthly Financial Statements
- 4B Board of Trustee Action on Tuition, Fees, and Housing Rates
- 4B Board of Trustee Agendas for Audit Review and Approval
- 4B Board of Trustee Minutes of Audit Approval
- 4B Board of Trustees Approval for the Technical Education and Innovation Center
- 4B Budget Study Presentations to BOT
- 4B Cash Reserves and Funding for the Technical Education Building
- 4B Certificates of Participation Technical Education Building
- 4B Endowment Foundation Scholarships
- 4B Fiduciary Oversight of the Foundation Board
- 4B Foundation Alignment with the College's Strategic Plan
- 4B Foundation Board Quarterly Meeting Agendas
- 4B Foundation Fiscal Policies and Procedures
- 4B Foundation Investment and Distribution Policy
- 4B Fund Balance Summary Reports from Monthly Financial Statements
- 4B General Fund Balance from Monthly Financials
- 4B Grant Request Approval Form
- 4B Grant Request Form Approved with Application

- 4B Hall of Fame Room
- 4B Hiring Personnel
- 4B Hiring Rationale Form
- 4B HLC 2026 Institutional Update Financial
- 4B Human Resources Professional Development
- 4B Increase in FY27 State Appropriation
- 4B Kansas SB125 Reserves Requirement
- 4B Land Donation Valued at \$4 million
- 4B Mill Levy Reduction
- 4B Monthly Financial Statement Packet for Board of Trustees
- 4B MOU Between the College and Foundation
- 4B Professional Development Request Form
- 4B Purchasing Policy and Procedure F7
- 4B Requisition Process and Approval Track
- 4B Sample Matrices
- 4B State Appropriations Instructional Cost Model
- 4B Statement of Revenue and Expenses from Monthly Financials
- 4B Student Feedback and Approval of Tuition and Fees
- 4B Support Staff Evaluations
- 4B Tuition, Fee, and Housing Rate Comparison for Community Colleges
- 4B Zero-Based Budgeting Process
- 4B SB 143
- 4B Coordinator of SSC Position Review
- 4B Vector Trainings
- 4B NISOD FA25
- 4B Faculty Meeting Agenda and Minutes
- 4B Fall 2025 In-Service Agenda
- 4B Strategic Plan Recruit and Retain
- 4B Master Contract Faculty Evaluation
- 4B September 2026 Faculty Meeting
- 4B KCCL Example Session
- 4B 2025 Audit Revenue Sources
- 4B KBOR Cost Model

4.C Planning for Quality Improvement

The institution engages in systematic strategic planning for quality improvement. It relies on data, integrating its insights from enrollment forecasts, financial capacity, student learning assessment, institutional operations and the external environment.

Argument

Strategic Plan 2025 - 2030

Cloud County Community College (CCCC) engages in systematic strategic planning for continuous quality improvement. CCCC's Strategic Plan 2025 – 2030 was developed to advance the college's mission to prepare students to lead successful lives and enhance the vitality of its communities. The strategic plan reflects a year-long, collaborative planning process that included extensive input and active participation from a broad spectrum of campus stakeholders, including students, staff, faculty, community members, and the Board of Trustees. Development of the College's Strategic Plan was led by the Strategic Planning Committee, which was charged with designing and facilitating a systematic, engaging, and inclusive process for continuous improvement. Shared governance remained at the forefront throughout the process, from initial data collection to development of the final draft.

To further strengthen the process, the college established two subcommittees: the Data Collection Sub-Committee and the Drafting Sub-Committee, which synthesized feedback and developed the written framework of the Strategic Plan. Together, these groups provided an additional layer of review, collaboration, and accountability in support of a comprehensive and mission-aligned strategic plan.

The Plan serves as the framework to guide the institution's next five years, focusing on three overarching pillars: College Prosperity, Student Success, and Community Collaboration. Each pillar in the Strategic Plan includes three initiatives that provide clear direction. In turn, each initiative is supported by several specific goals, helping guide college stakeholders in developing actions that ensure the overall objectives of the strategic plan are successfully achieved.

CCCC's Strategic Plan, specifically Pillar Two: Student Success, also aligns with the Kansas Board of Regents (KBOR) strategic plan and annual performance metrics. KBOR is the governing body for the state's public universities and the coordinating body for its other public higher education institutions, which includes community colleges. State funding for technical colleges, community colleges, state universities and Washburn University is contingent upon meeting goals outlined in its KBOR Performance Agreement. Institutions submit a Performance Report that is approved by KBOR and evaluated annually.

Because KBOR's performance indicators and strategic plan will both evolve before CCCC's 2025-2030 plan is completed, and because of the inherently fluctuating nature of higher education, CCCC intentionally constructed its current strategic plan to be a flexible, living document. While the Pillars and Initiatives are intended to remain in place and set for

the five-year planning cycle, the specific goals and methods used to measure success in meeting those aspects of the plan will shift and adapt as needed and reviewed. Based on the goals outlined in the plan, CCCC establishes annual objectives within each pillar. The Vice President for Academic Affairs (VPAA) provides monthly updates to cabinet on the status of the various actions, which includes reminders for when completion dates are upcoming or overdue, so that actions can be revised if needed. Cabinet members then visit with their teams to ensure completion of actions. The VPAA also provides updates to the Board of Trustees twice per year.

The College utilizes a formal implementation and tracking metric to monitor progress and evaluate the effectiveness of both annual and long-term goals. This structure supports a continuous plan-do-check-act cycle to ensure accountability and measurable outcomes. Ultimately, this process is designed to promote ongoing assessment, transparency, and institutional improvement throughout the life of the Strategic Plan. Through shared governance, the College will make data-informed adjustments as needed to best fulfill its mission and serve its students and communities. In order to ensure stronger, data-informed planning, during a recent Expanded Cabinet meeting the VPAA emphasized the need for stronger performance metrics within Strategic Planning actions and deliverables. These new and/or revised metrics will be implemented early in the Fall 2026 semester, when committees reconvene and begin to coordinate goals for the upcoming semester and academic year. As occurred in the first year of the 2025-2030 Strategic Plan, the VPAA will continue giving Strategic Planning updates and reminders in Expanded Cabinet, so that timely adjustments can be made as needed, as well as to ensure completion and accountability for strategic actions, goals, and initiatives.

Strategic Plan 2019-2024

CCCC's previous 2019-2024 Strategic Plan, also included measurable goals aligned with the college's Performance Agreement with KBOR. The college updated the strategic initiatives outlined in the strategic plan semi-annually to determine if goals were met and what improvements to implement moving forward. During development of the current strategic plan, the previous strategic plan was extended for an additional year in order to ensure time and care was given to the new plan. The 2019-2024 Plan, while successful in achieving the majority of its goals, utilized processes and reporting that were often inconsistent and restrictive, and sometimes confusing, which helped the College make improvements to those aspects of strategic planning and tracking of goals as it developed and implemented the 2025-2030 plan.

Enrollment Planning

CCCC engages in systematic, evidence-based planning to support enrollment, retention, and student success. The College's Enrollment Management Plan aligns with the 2025-2030 Strategic Plan and includes goals and actions that support strategic plan initiatives. The College evaluates those efforts annually using data from internal and external reports.

The college uses data provided by the Kansas Board of Regents (KBOR) including Community College Data Books, Enrollment Reports, and Transfer Feedback Reports. Kansas Higher Education Statistics (KHEStats) is another publicly available KBOR resource that provides reports on Fall Census, enrollment by credit hours, enrollment by headcount, enrollment by full-time equivalency, retention rates, demographic profiles, credentials

earned, student success rates, and graduation rates. Enrollment and student success reports are also available for high school students in college-credit coursework. Annual planning meetings and weekly enrollment report updates among key personnel further support the evaluation of recruitment strategies and the development of targeted initiatives.

The College has used this collected data to support expanded student recruitment efforts. Data reports on prospective student conversion rates have guided recruitment strategies by providing insight into whether students respond more favorably to academic-focused visits or grade-level visits. Conversion rates are also used to track students through the enrollment process, helping CCCC identify where additional support may be needed at each step. Another example of using data insights to inform practice is the significant increase in high school students taking concurrent dual credit, which led to the implementation of dual advising to support student retention, engagement, and success. The initiative began as a pilot with a small number of high schools, but has since expanded to all high schools within the College's service area. This initiative and expansion demonstrates how the College uses enrollment data to identify emerging needs, implement strategies, and expand those practices that are effective.

CCCC also utilizes Dropout Detective and retention and completion committees actively meet throughout the year to assess effectiveness and identify areas for improvement. Dropout Detective is utilized as a data-informed retention tool to identify students at risk of not completing their courses. By integrating with institutional systems, it monitors indicators such as course engagement, grades, and assignment completion to generate early alerts. Faculty and staff use this information to initiate timely interventions, provide targeted support, and track student progress, contributing to improved retention and student success. Initial adoption of Dropout Detective presented challenges, but faculty use has increased significantly through annual training sessions conducted by the Coordinator of Student Engagement and Retention. The increase in high school students has also led to implementation and access to Dropout Detective for high school counselors to check on their students' progress and performance.

Graduation and completion strategies are guided by tracking near-completers through reverse transfer processes and proactive communication, as well as the use of degree audits to monitor student progress toward certificates and degrees. Although graduation rates are high, data shows the retention rate could be improved. Actions based on this data include proactively identifying near-completers and implementation of tracking Excel in CTE certificates for high school students. External data sources, such as employment outcomes from the Kansas Training Information Program also provide valuable insight into program effectiveness in meeting workforce demands. This continuous cycle of planning, assessment of enrollment initiatives, and refinement demonstrates the college's commitment to systematic quality improvement and the use of data to guide evidence-based decision-making in enrollment management.

Financial Planning

CCCC takes a conservative approach to its budgeting process and is aware of the variables that can affect its financial position. Community college funding in Kansas comes primarily from three sources: state appropriation, tuition and fees, and local ad valorem. Local ad valorem taxes, commonly referred to as property taxes, are levied within the college's home

county. These taxes are based on the assessed value of property from year to year. While the College's assessed valuation has increased, the College has not increased its mill levy in more than seven years. This reflects the College's commitment to maintaining fiscal responsibility while avoiding an increased tax burden on its community.

State appropriation funds are allocated by the state legislature and are typically based on formulas that consider factors such as the number of credit hours delivered, the type of education and associated reimbursement rate, and performance metrics. Because state funding can fluctuate due to economic conditions and legislative priorities, the college closely monitors changes and forecasts each year's budget accordingly.

The only source of funding directly set by the college is tuition and fee rate each year, which require approval by the Board of Trustees (BOT). Tuition and fee rates have remained consistent for several years and currently ranks in the middle to upper third when compared to other community colleges in the state. CCCC conducts a tuition and fee study session when considering any increase, which includes student input. In addition to standard tuition, some courses carry specific fees to help offset the higher costs associated with specialized equipment, travel, testing, and other program-related expenses.

Significant planning is undertaken each year to project the College's revenue stream for the upcoming budget cycle. The college conducts an annual budget study session, which includes the President's Cabinet and the BOT. During this session, the Vice President for Administrative Services (VPAS) presents multiple budget scenarios and projections for the upcoming academic year, drawing on data and trends from prior years, and provides a recommendation based on those analyses. The Board of Trustees takes final action to approve the college's official budget.

Following adoption, the Board maintains ongoing oversight by reviewing and approving all college financials on a monthly basis. The VPAS meets with the audit and finance committee, which includes three trustees, to review the statement of revenues and expenses, general fund statements, specific fund accounts, revenue and expenses, and monthly purchases to assess the college's current budgetary position. This process continues to be effective as demonstrated through clean annual audits through the last several years.

The college develops its annual operational budget in alignment with strategic plan initiatives and program review outcomes. Each budget manager collaborates with their department to prioritize requests that directly support these priorities. These requests are then elevated to the division level and ultimately to the leadership team, ensuring a shared governance approach to decision-making.

All proposed expenditures must clearly demonstrate alignment with the Strategic Plan and student learning outcomes, reinforcing the college's commitment to intentional and data-informed resource allocation. Annual budget presentations are held for each area, providing departments the opportunity to advocate for their specific needs. These presentations are open to the entire college community, promoting transparency and broad engagement in the budgeting process.

Student Learning Assessment Planning

Student learning assessment is a central component of CCCC's quality improvement efforts.

This is accomplished using both annual and comprehensive program reviews, which allow the college to evaluate program effectiveness, identify areas for enhancement, and implement data-informed changes that support student success.

Through the office of Assessment, Institutional Effectiveness, and Planning, the College systematically evaluates student learning outcomes at the course, program, and institutional levels. Results from these assessments, along with feedback collected through graduation surveys, are used to inform curricular improvements, instructional practices, and student support services.

Disaggregated data of student learning outcomes over a two-year period identified a disparity between first-generation student learning and that of other students. This led to In-service sessions, including time for faculty to create model assignments built on the characteristics of Transparency in Learning and Teaching (TILT), which more clearly defines the purpose and expected outcomes of assignments to students. The primary area for model assignments is in the general education disciplines, but other programs also developed these assignments. The initial results were reviewed and evaluated in Summer 2026 and will be presented to the General Education and Assessment committees this fall. This gap in student learning is also addressed in the Strategic Plan through the goals of increasing active participation in TRIO and to "improve student learning and academic success of students, including first-generation, informed by assessment data." Other strategic goals such as Dropout Detective initiatives and increased use of library and SSC facilities also contribute to student success.

Institutional Operations Planning

CCCC engages in operational planning for quality improvement through systematic and data-informed processes in both facilities and information technology. Facilities planning is guided by ongoing assessment of campus infrastructure, deferred maintenance needs, and long-term capital improvement priorities, ensuring that the physical environment remains safe, functional, and supportive of student learning.

Facilities Planning

In 2022, the College initiated the development of a comprehensive Master Facility Plan aligned with its mission and strategic plan. The college's facilities committee played a key role in identifying overarching priorities for campus improvements. In April 2022, the Board of Trustees approved the engagement of GLMV Architecture to guide the year-long planning process. This collaboration ensured broad and objective input from students, faculty, staff, and the community. Multiple feedback sessions were conducted and documented, with input used to inform planning recommendations and guide project prioritization. CCCC also held follow-up meetings to present revisions and demonstrate how stakeholder feedback was incorporated, reinforcing a transparent, responsive, and collaborative approach to facilities planning and continuous improvement. The final Master Facility Plan received approval by the board of trustees in June 2023. Since its adoption, the college has completed key projects aligned with identified priorities, including the opening of the Technical Education and Innovation Center in Fall 2024 and the renovation of faculty offices in Summer 2026.

Ongoing facilities operations support quality improvement through preventive maintenance

schedules, work order tracking systems, and regular safety and compliance reviews. In addition, the college supports operational efficiency and sustainability through the use of renewable energy sources, including its wind and solar farms. These initiatives contribute to long-term cost management, energy efficiency, and sustainability, one of CCCC's Guiding Values.

IT Planning

Similarly, information technology planning is aligned with institutional priorities and focuses on maintaining reliable, secure, and innovative systems that support instruction and operations. The college utilizes lifecycle planning for hardware and software, monitors help desk data to improve user support, and implements cybersecurity measures to protect institutional data. Collaboration with faculty and staff through a help ticket system ensures that instructional and administrative technology needs are met, while feedback and usage data informs ongoing enhancements.

External Planning

CCCC actively monitors the external environment to inform institutional planning, ensure responsiveness to workforce and community needs, and maintain alignment with state and national trends in higher education. The College engages with multiple national and state-level organizations to stay informed of best practices and policy developments. As a member of the Association of Community College Trustees (ACCT) and the American Association of Community Colleges (AACC), CCCC benefits from research, policy guidance, and professional development that inform governance and strategic decision-making.

At the state level, CCCC is an active participant in the Kansas Association of Community Colleges (KACC), which represents the nineteen elected boards of trustees in the statehouse and across all public policy arenas. By collaborating as a unified voice, the colleges strengthen the Kansas Community College System and contribute to efforts preparing students for the workforce and for transfer to bachelor's degree programs. CCCC's president participates in quarterly meetings with other Kansas community college presidents and the KACC Executive Director to discuss statewide economic, demographic, and educational trends and coordinate strategies to better serve students, workforce, and community needs. The KACC Executive Director also shares weekly updates every Friday via zoom. The College president currently serves as President of KACC and represents the association to the Kansas Board of Regents (KBOR) for a two-year term. In this role, the president helps coordinate statewide community college priorities, policy discussions, and advocacy efforts, ensuring that CCCC and the broader Kansas Community College System have a voice in decisions affecting students, workforce development, and higher education funding.

Additional professional and regulatory networks further inform CCCC's understanding of external requirements and opportunities, including:

- Kansas Association of School Boards (KASB) – provides governance guidance, policy updates, and advocacy resources for school boards and higher education leaders.
- ATIXA – offers Title IX compliance support, equity guidance, and professional development for institutions.
- SEVIS (Student and Exchange Visitor Information System) – federal system for

- monitoring and reporting international student enrollment and compliance.
- KAN-AHEAD – a statewide network for ADA coordinators, student affairs personnel, diversity officers, assistive technology/IT staff, faculty, and instructional personnel in Kansas higher education, focused on accessibility and disability resources.
- AVECO (Association of Veterans Education Certifying Officials) – a professional network supporting administrators and counselors who manage veterans' education benefits, providing training, regulatory updates, and best practices to support military-connected students.
- NASFAA (National Association of Student Financial Aid Administrators) – provides guidance, policy updates, and professional development for financial aid administration.
- KCIA (Kansas Chief Instructional Administrators) – a collaborative group of instructional leaders across Kansas community colleges focused on curriculum, academic quality, and statewide educational initiatives.
- KACCBO (Kansas Association of Community College Business Officers) – provides coordination, professional development, and financial benchmarking for business officers across Kansas community colleges.

Through these engagements, CCCC systematically monitors the external environment, leveraging insights from national, state, and professional organizations to guide institutional decision-making, support strategic priorities, and ensure alignment with workforce, community, and student needs. Examples of recent impacts on strategic planning that external collaboration supported include implementation of AI training and best practices for online co-requisite support courses, which directly impact Strategic Plan Pillar Two: Student Success. Examples of upcoming college initiatives that are being made through input from these external partners include improvements to the faculty onboarding process, wage studies, and tracking of enrollment trends, all of which tie into Pillar One: College Prosperity.

Planning and Integration

CCCC ensures that all aspects of data, including student assessment, programs and departments, enrollment and retention, financial planning, and the impacts of external factors are not only integrated into every aspect of the individual areas receiving that data, but that the data feeds into other areas to ensure the continued sustainability of the College. All Program and Department Reviews reflect on and assess relevant data from their areas, whether student learning outcomes, enrollment data, financial aid delinquency rates, non-payment, usage of student services, etc. Program and Department Review data is used during budget presentations each year to highlight and support budget requests. Then the actual budget request forms require budget managers to directly connect their requests to either/both the Strategic Plan Pillars and/or Student Learning Outcomes. The Enrollment Management Plan, which coordinates the work of Admissions, Advising and Retention, Residence Life, Dual Credit, Online, and Academic departments, was revised to directly align with the 2025-2030 Strategic Plan. The Strategic Plan itself is aligned not only with every internal group at CCCC to ensure coordination of efforts across the institution, but also aligns with KBOR's goals and initiatives. Each December, the VPAA reviews progress towards the current year's actions and goals within the Strategic Plan, and provides updates to the responsible areas and the Board of Trustees. Adjustments can be made by those responsible areas as needed, which then get reported back to the VPAA who updates the tracking document accordingly. Each May, the VPAA prepares a summary of the actions

completed that year, which is reported to the Board of Trustees in June and the rest of the college at the August in-service, in preparation for the next year's action planning, which occurs early fall within responsible areas. Action planning is based around successes and failures from the prior year, which help inform and shape any adjustments or reinforce what is working. This ensures that all areas of CCCC are integral in goal setting, goal meeting, planning, budgeting, and that each of those endeavors are connected, maximizing their continued success and impact on the College and its students.

Sources

- 4C 2019-2024 Strategic Plan Final Summary
- 4C 2019-2024 Strategic Plan Updates
- 4C 2019-2024 Strategic Plan
- 4C 2025-2030 Strategic Plan Committee Makeup
- 4C 2025-2030 Strategic Plan Data Minutes
- 4C 2025-2030 Strategic Plan Drafting Minutes
- 4C 2025-2030 Strategic Plan Feedback Opportunities
- 4C 2025-2030 Strategic Plan Goals Example
- 4C 2025-2030 Strategic Plan Meetings Compiled
- 4C 2025-2030 Strategic Plan Overview
- 4C 2025-2030 Strategic Plan Pillar Two
- 4C 2025-2030 Strategic Plan Reminders
- 4C 2025-2030 Strategic Plan Timeline
- 4C 2025-2030 Strategic Plan Tracking
- 4C 2025-2030 Strategic Plan
- 4C KS Statute 74-3202d
- 4C 2026 Graduate Survey
- 4C Assessment and Gen Ed Summary 2023-2034
- 4C Budget Approvals
- 4C Budget Study Sessions 24-26
- 4C Certificate of Occupancy Technical Education and Innovation Center
- 4C Completion Committee
- 4C D25 Policy and Procedures
- 4C Dropout Detective
- 4C Dual Advising
- 4C Enrollment Management Plan
- 4C Faculty Office Renovation
- 4C First Generation data
- 4C KACC Quarterly Meeting Agendas
- 4C KTIP Data
- 4C Master Facility Plan Follow-up
- 4C Master Plan Feedback
- 4C Model Assignments
- 4C OCR Compliance Review
- 4C Reverse Transfer Evidence
- 4C Solar Farm Data
- 4C Student Senate Tuition and Fees
- 4C Summary of Audit Results
- 4C Facilities Master Plan Reduced Size

- 4C Usage Data for Enhancements
- 4C Wind Farm Production
- 4C Cybersecurity
- 4C In-Service Sessions
- 4C Facilities Committee Minutes
- 4C Expanded Cabinet Strategic Plan Tracking
- 4C VPAA Strategic Plan In-Service Update
- 4C GLMV BOT Approval
- 4C Assessment and Gen Ed Instructor Data and Summary
- 4C Sunflower Award
- 4C Tuition, Fees, and Housing Rates Study Sessions
- 4C KBOR Performance Agreement
- 4C Reverse Transfer Correspondence
- 4C Reverse Transfer Process
- 4C KBOR Performance Report Approvals
- 4C Tuition and Fee Increases
- 4C Master Facility Plan BOT Approval Minutes
- 4C Strategic Plan Development BOT Retreat Update
- 4C IT Help Tickets
- 4C Community College Mill Levy Fluctuations
- 4C Community College Data Books Student Data
- 4C KBOR Strategic Plan
- 4C Strategic Plan Updates to BOT
- 4C Strategic Plan June 2026 BOT Retreat Update
- 4C Work Orders
- 4C Lifecycle Planning
- 4C Technology Priorities
- 4C Maintenance Schedule
- 4C Budget Scenarios
- 4C Assessed Valuation Increase Over Last 5 Years
- 4C Monthly Financial Statement Packet for Board of Trustees
- 4C General Fund Balance from Monthly Financials
- 4C Fund Balance Summary Reports from Monthly Financial Statements
- 4C Audit and Finance Committee
- 4C Department Budget Worksheet Documentation of Linkage
- 4C Schedule of Annual Department Budget Presentations
- 4C Department Budget Presentations
- 4C Zero-Based Budgeting Instructions and Standardized Budget Worksheet
- 4C Example Program and Department Reviews
- 4C KBOR Reimbursement Rate
- 4C KBOR Credit Hours Delivered
- 4C Professional Development Resources AACC
- 4C National Policy Guidance ACCT AACC
- 4C Enrollment Planning Meeting
- 4C AI Presentation
- 4C Statewide Community College Priorities
- 4C Policy Discussions KACC
- 4C Advocacy Efforts KACC
- 4C Prospective Student Conversion Rates

- 4C 2026 KBOR Enrollment Report
- 4C KBOR Transfer Feedback Reports
- 4C High School Student Data
- 4C Historical Enrollment Data Credit Hours
- 4C Fall Census Data
- 4C Historical Enrollment Data Headcount
- 4C Historical Enrollment Data FTE
- 4C Historical Retention Rates
- 4C Historical Credentials Awarded Totals
- 4C Demographic Profile of Students
- 4C Graduation Rates
- 4C Student Success Index
- 4C Weekly Enrollment Projection Report
- 4C State Appropriations Cost Model
- 4C Tuition and Fees
- 4C Local Ad Valorem

Criterion 4 - Summary

The institution's resources, structures, policies, procedures and planning enable it to fulfill its mission, improve the quality of its educational programs, and respond to future challenges and opportunities.

Argument

Cloud County Community College's (CCCC) financial resources, structures, and processes are sufficient to support its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The College continues to include budget forecasting to anticipate demographic shifts and state fluctuation in funding that could affect financial resources. While CCCC's recent CFI has lowered, this is due to the construction of a state-of-the-art Technical Education and Innovation Center, which officially opened its doors in August 2024. The College monitors its resources continuously, and fiscal responsibility is communicated out to all budget managers throughout the year.

CCCC has consistently followed its revised budgeting process, originally implemented to address concerns identified by the 2020 HLC Visiting Team, to ensure budget requests are aligned with strategic plan pillars and student learning outcomes. Budget presentations, a revised program review process, and improved communication regarding budget decisions have all ensured that faculty and staff stay informed on planning and budgeting and also have multiple opportunities for input.

CCCC promotes shared governance and collaboration, with participation of all constituents in planning strategic goals and initiatives. Open communication is critical to improve and respond to challenges, and opportunities for formal and informal feedback occur throughout the year. As a smaller, rural community college, CCCC's faculty and staff step up to the challenge of service on committees, which ensures decisions are made by employees at all levels.

In May 2025, the Board of Trustees formally approved and adopted the 2025-2030 Strategic Plan, a flexible, living document that guides the college's actions and goals for the next four years remaining on the plan. The first year of the plan saw successful progress towards many of the goals outlined in the plan, and its flexibility has allowed the college to adapt its actions in certain areas to align with changing internal and external factors.

Sources

There are no sources.



Vice President for Administrative Services Updates-Board meeting on August 24, 2026

Finance/Reports Update

The published notice for the RNR and Budget hearing was posted the week of August 17, and the meeting is scheduled for September 8, 2026, at 5:00 pm. We did receive our state funding in August for FY26-27.

Information Technology and Institutional Research

IT

- The staff has been working to ensure the faculty offices and classrooms are ready to go on the first day of class.
- Staff has been working with students who may have issues accessing materials and login/passwords.

IR

- We have locked the summer AY KBOR report as of August 21, and we will continue to work on the data report, as it is due September 4, 2026.
- We are working on the Lightcast Economic Impact Survey that is due September 8. All 19 community college schools are completing this study, similar to the 2022 economic impact study.

Children's Center

- Successful In-Service week with many things accomplished: CPR/AED and Basic First Aid Certification Renewal, Curriculum collaboration, Team Building, and Deep cleaning of classrooms and the Center, ready for the 1st day of the Fall semester
- Enrollment is the same currently: 32
 - Infants—6
 - Toddlers—8
 - Preschool—18
- We are seeking to hire a Preschool Teacher before the end of August.

Auxiliary Services Updates:

Bookstore – The bookstore was open during move-in day as we welcomed students and parents back. The staff has been working with students and faculty on any last-minute course materials needed. The opt-in rate is 99.4% as of this morning.

Security: We are back to regular security staffing at the GCC and Concordia campuses.

Food Service:

The normal hours of operation are



Monday through Friday:

Breakfast: 7 a.m.- 9:30 am

Lunch: 10:45 a.m.- 1:30 pm

Dinner: 5:00 pm-7:00 pm

Saturday/Sunday: 11 a.m.- 1:00 pm

The Cloud 9 Sunday Buffet will begin on Sunday, September 13, 2026, from 11:00 am-1:00 pm.

Emergency preparedness

We will test the Regroup emergency notification system at the end of August to ensure all new staff and students are enrolled. The emergency response committee will begin to meet in September.

Human Resources

The Human Resources Director search committee is currently reviewing applications and will continue the search process over the next few weeks. We plan to meet in September with our Blue Cross/Blue Shield rep to discuss our 2027 insurance premiums.

Athletics Information

The Cloud County Community College volleyball team opened its 2026 season with three wins at the North Platte Community College Tournament in North Platte, Nebraska, this past weekend. In the team's season opener on Friday, August 21, Cloud County fell 3-1 to McCook Community College, 25-20, 15-25, 12-25, 25-27. The T-Birds earned their first victory of the season Friday in four sets over host North Platte, 25-22, 21-25, 25-15, 26-24. On Saturday, August 22, Cloud County captured two more wins, first defeating Laramie County Community College in four sets, 25-23, 25-17, 20-25, 25-20. The T-Birds ended the tournament by winning a five-set thriller against Gillette College, 20-25, 25-18, 25-9, 22-25, 15-10. Cloud County will host their home opener on Wednesday, August 26 against Bethany College JV at 6:30 pm.

The Cloud County Community College men's and women's cross-country teams are set to open their 2026 seasons on Saturday, September 5, at the 78th annual JK Gold Classic in Wichita, Kansas. The T-Birds will race at Clapp Cross Country Course at L.W. Clapp Park in Wichita for the third consecutive season. Wichita State University hosts the race. The race is scheduled to start at 8 am for the men's 6k and 8:30 am for the women's 5k.

The Cloud County Community College Athletic Department hosted its 28th annual T-Bird Golf Classic on Saturday, August 1, at Concordia Golf & Wellness. All proceeds raised from the T-Bird Golf Classic go toward funding Cloud County Community College athletic scholarships.

The Cloud County Community College Athletics Department recently partnered with Farm Country Ford for August's Drive 4 UR Community event. For every valid test during the event, Ford Motor Company donated \$30 to the Athletics Department, up to a maximum of \$6,000. In the second year, Cloud County met the maximum donation.



The Cloud County Community College softball program will host its upcoming Prospect Camp on Saturday, September 12, to allow high school players an opportunity to showcase their talents and gain deeper insight into the T-Bird softball program. The prospect camp is open to 2027-2030 graduates. Players will be evaluated by and will work directly with Cloud County Community College coaches on the field. This will include measurements and feedback on the latest softball metrics and will conclude with a live scrimmage. The camp will give athletes a comprehensive opportunity to develop and demonstrate their skills in a collegiate environment.

Athletic Department Social Media Stats

Facebook - 120,389 views in the last 28 days with 23 new followers

Instagram - 466,300 views with 46,523 accounts reached and 275 new followers in the last 30 days

Community Relations and Student Engagement

We have started our Thor 44 Activities for the start of school. This week we will have: Golf Night, stay afloat with Financial Aid, Uno & Snacks with SSC, Flock the Block at the plaza, Community Block Party at the Plaza, & PTK Trivia/Kahoot Night. Next Monday will be National Trail Mix Day with Nursing.

Facilities Updates

- The maintenance staff is handling HVAC issues on the Concordia and GCC campuses that we have experienced over the last few weeks due to the prolonged heat.
- The retaining walls at buildings #4 and #5 were completed in time for move-in, and they look great.
- The concrete ramp to the cafeteria was completed and looks great.
- The baseball clubhouse has added new concrete on the side near the road to the building and new batting cages to the facility.

Vice President for Student Services

August Report

Admissions

- July Campus Visits: 17; August Campus Visits: 3 (3 additional scheduled)
 - Continued outreach to prospective students who have applied but not yet enrolled, using J1 Web Communications Plus to encourage fall enrollment; will begin to push 2nd session courses
 - Training new group of Student Ambassadors
 - Kam and Poro gearing up for fall travel season; scheduling high school visits and registered for 16 College Planning Conferences (CPC)
 - Working with F-1 students to obtain health insurance, TB testing, and SEVIS registration
 - 2 extended international student orientation sessions scheduled for 8/25 and 9/1
 - Continuing to process dual credit applications and enter their transcripts
 - Processing Dual Credit Applications
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Financial Aid

- JFA going well, continuing to learn and adjust processes as needed
 - Stephanie Anderson back in our office has been great, especially with Veteran Affairs benefits.
 - Federal Work Study students are being placed in their positions with orientation scheduled for Tuesday, August 25th
 - Pulling 25-26 documentation for Auditors. They will be here September 8th – 10th
 - First disbursement for 26-27 Academic Year is scheduled for Thursday, September 17th with the first Refund Day on Friday, September 25th
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Student Records

- Judy has been busy sending out transcripts the past month. 487 transcripts sent to date.
 - We had a total of 76 degrees and certificates conferred this summer.
 - Cassie has evaluated 90 prior college transcripts for credit for fall.
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Advising

- Enrolling students in FA26 classes
- Kris went to GCC Student Services Day on Thursday, August 13th

- We saw 51 students during Drop/Add on Tuesday, August 18th to change their schedules or enroll as a new student.
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Dual Advising

- Kris went with Gina to Clifton-Clyde and Republic County High schools for FA26 orientation.
 - Concordia High School came to campus for FA26 orientation. 41 students attended; with guests, over 70 were in attendance.
 - Kris went to Riley County High School on Monday, August 17th to help with FA26 enrollment. Visited with 40-45 students about application, enrollment, payment, Multi-Factor Authentication access at their high school, dual advising, etc.
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Retention

- Held Orientation for new students on Tuesday, August 18
 - Once Canvas access is completed, we will update Dropout Detective Dashboards and send out Canvas Participation reminders.
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Dual Credit and Outreach

- Gina and Kris held three Dual Credit informational meetings for students and parents. Traveled to Rock Hills and Republic County and hosted Concordia students & parents on campus.
 - Aug 6th was the orientation for school coordinators and adjunct instructors. There was a good turnout for both sessions.
 - The new CTE approval system has been working well. We knew the fall semester would be the big test, but so far, things have gone pretty smoothly.
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Student Engagement

- Zoe and Carleen had training for Student Senate and they have been planning events, spirit weeks, etc. for the semester.
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Student Accessibility & Mental Health Services

- Shared information about accommodations and mental health services at New Student Orientation
- Providing accommodation letters for the fall semester: Reviewing requests and supporting documentation, meeting with students to determine reasonable accommodations, and writing accommodation letters and sending them to instructors
- Scheduling and providing therapy as requested by students

Housing

- Move in Day and T-Bird Splash went incredibly smooth.
- 254 students in housing
- RA training was completed successfully, with a strong team of 14 engaged and motivated Resident Assistants.
- Partnered with KHP who gave a KASM (Kansas Active Shooter Mitigation) training and Concordia FD to train the team on fire extinguishers
- Housing Maintenance is currently in a transitional period, with Kenton and Brad addressing maintenance needs while the open position is being filled.

Foundation

- The Employee Giving Campaign is off to a strong start, with more than \$25,000 pledged so far to support scholarships, academic programs, athletics, and other campus initiatives.
 - Applications for the Presidential Ambassador Scholarship are now open and will be accepted through August 31.
 - The T-Bird Food Pantry has been fully stocked and is ready to serve students as they return to campus.
 - Upcoming Events:
 - August 27 – T-Bird Community Block Party at Broadway Plaza. Join us for an evening of live music, balloon art, face painting, food trucks, and fun for the entire community.
 - September 18 – President's Soirée at President Knoettgen's home. This special evening recognizes and thanks donors who have contributed \$500 or more over the past year for their generous support of Cloud County Community College.
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