

Board Retreat & Budget Study Session

Tuesday, June 16, 2026 8:00 AM

Technical Education and Innovation Center Room 131, 2221 Campus Drive,
Concordia, KS 66901

1. **ITEM NO:** 1
AGENDA ITEM: Call to Order
ITEM TYPE:
COMMENT:

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

3. **ITEM NO.** 3
AGENDA ITEM: Oath of Office - Della Strait
ITEM TYPE:
COMMENT:

4. **ITEM NO.** 4
AGENDA ITEM: Adopt Agenda
ITEM TYPE: Decision
COMMENT:
Parliamentary rules recommend the adoption of the
Agenda.

RECOMMENDED ACTION:

**Adopt the Agenda for the June 16, 2026 Board of
Trustees meeting.**

5. **ITEM NO.** 5
AGENDA ITEM: Action Items
ITEM TYPE: Decision
COMMENT:

A. Approval of Chair Position

**RECOMMENDED ACTION: Approve to elect the Chair of
the Board of Trustees.**

B. Approval of Vice-Chair Position

**RECOMMENDED ACTION: Approve to elect the Vice-
Chair of the Board of Trustees.**

C. Approval of Program Name Change and New Department: Uncrewed Aircraft Systems and Autonomous Technology

RECOMMENDED ACTION: Approve the "Uncrewed Aircraft Systems and Autonomous Technology" naming for all certificate and degrees within the program, along with the creation of a new academic department for the Uncrewed Aircraft Systems and Autonomous Technology program.

6. **ITEM NO. 6**
AGENDA ITEM: HLC Consultant - Jan Smith
ITEM TYPE: Discussion
COMMENT:

7. **ITEM NO. 7**
AGENDA ITEM: Retreat
ITEM TYPE: Discussion
COMMENT:

8. **ITEM NO. 8**
AGENDA ITEM: Budget Study Session
ITEM TYPE: Discussion
COMMENT:

9. **ITEM NO. 9**
AGENDA ITEM: Adjournment
ITEM TYPE:
COMMENT:

Cloud County Community College
BOARD OF TRUSTEES
Special Meeting Outline
Board Retreat and Budget Study Session
for **June 16, 2026**

Meeting Place: TF 131

Time: **8:00 AM**

- I. Call to Order
- II. Pledge of Allegiance
- III. Oath of Office – Della Strait
- IV. Adopt the Agenda
- V. Action Items
 - A. Approval of Chair Position
 - B. Approval of Vice-Chair Position
 - C. Approval of Program Name Change and New Department: Uncrewed Aircraft Systems & Autonomous Technology
- VI. HLC Consultant – Jan Smith
- VII. Retreat
- VIII. Budget Study Session
- IX. Adjournment

Next Meeting: **June 22, 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

June 16, 2026

8:00 AM

Special Board Meeting

Strategic Planning & Budget Study Session

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
June 16, 2026**

ITEM NO: **1**

AGENDA ITEM: Call to Order – 8:00 AM

ITEM TYPE:

COMMENT:

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AGENDA ITEM: Pledge of Allegiance

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COMMENT:

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AGENDA ITEM: Oath of Office – Della Strait

ITEM TYPE:

COMMENT:

ITEM NO. **4**

AGENDA ITEM: Adopt Agenda

ITEM TYPE: Decision

COMMENT:

Parliamentary rules recommend the adoption of the Agenda.

RECOMMENDED ACTION:

Adopt the Agenda for the **June 16, 2026** Board of Trustees meeting.

Cloud County Community College
Board of Trustees
June 16, 2026

ITEM NO: **5**

AGENDA ITEM: Action Items

ITEM TYPE: Decision

COMMENT:

A. Approval of Chair Position

RECOMMENDED ACTION: Approve to elect the Chair of the Board of Trustees.

B. Approval of Vice-Chair Position

RECOMMENDED ACTION: Approve to elect the Vice-Chair of the Board of Trustees.

C. Approval of Program Name Change and New Department: Uncrewed Aircraft Systems and Autonomous Technology

RECOMMENDED ACTION: Approve the “Uncrewed Aircraft Systems and Autonomous Technology” naming for all certificates and degrees within the program, along with the creation of a new academic department for the Uncrewed Aircraft Systems and Autonomous Technology program.

**Cloud County Community College
Board of Trustees
June 16, 2026**

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AGENDA ITEM: HLC Consultant – Jan Smith
ITEM TYPE: Discussion
COMMENT:

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ITEM TYPE: Discussion
COMMENT:

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AGENDA ITEM: Adjournment
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Memorandum

To: Board of Trustees

From: Dr. Brandon Galm, Vice President for Academic Affairs

CC: Amber Knoettgen, President

Date: 6/16/2026

Re: Approval of Program Name Change and New Department: Uncrewed Aircraft Systems Autonomous Technology

The Renewable Energy program, which has historically housed the sUAS (Drones) 18- and 30-hour certificates and AAS degree, has voted to make drones its own separate program. This program change has been approved by the Renewable Energy/UAS advisory board, as well as the following internal groups: the Renewable Energy department; the Math, Science, and Technical Programs division; and the Academic Affairs committee. The impetus for this change is to communicate a broader interdisciplinary approach for drones beyond just Renewable Energy field-uses, including agriculture, creative/film, and other growing autonomous technologies.

Additionally, in collaboration with its advisory board, the sUAS (Drones) program is requesting to change the name of its certificate and degree offerings to “Uncrewed Aircraft Systems and Autonomous Technology” to better align with current industry standards. The name change will also create consistency across the programs, with current naming being different between the 18-hour Cert and the 30-hour and AAS, as shown in the table.

Current Certificate/Degree Name	Proposed Certificate/Degree Name
sUAS Remote Pilot (18-hour Cert)	Uncrewed Aircraft Systems and Autonomous Technology (18-hour Cert)
sUAS (30-hour Cert)	Uncrewed Aircraft Systems and Autonomous Technology (30-hour Cert)
sUAS (AAS)	Uncrewed Aircraft Systems and Autonomous Technology (AAS)

We are seeking Board of Trustees’ approval of the departmental separation as well as the name change, in order to finalize those changes internally, as well as with KBOR.

RECOMMENDED ACTION: Approve the “Uncrewed Aircraft Systems and Autonomous Technology” naming for all certificates and degrees within the program, along with the creation of a new academic department for the Uncrewed Aircraft Systems and Autonomous Technology program.

Coud County Community College

Brief for Board of Trustees

June 2026

Preparation for Higher Learning Commission (HLC) Site Visit

1. Expectations for HLC Site Visit: Procedural aspects
2. Criteria for Accreditation
3. Sample Potential Questions
4. After the Site Visit: Next Steps
5. Debrief Mock Visit

Expectations for HLC Site Visit: Procedural Aspects

Procedural Aspects

- A scheduled meeting with members of the governing board is a required element of the HLC site visit.
- There will be a scheduled meeting (likely with the full site visit team) with Board members only.
- All site visit team members are employed (or recently employed) at HLC accredited universities and colleges.
- The CCCC President may be on hand to introduce Board members before the beginning of the meeting, but will not usually be permitted to stay for the meeting.
- This meeting is not open to the public, so consider if there are any Board procedures that need to occur to be able to have a closed meeting.
- Typically the meeting will last approximately one hour.
- Note: Board members are not expected to attend other meetings with the site visitors and will probably be asked to leave if they attempt to attend other campus meetings. Please do not be offended if this occurs as this is standard procedure.
- Often the meeting with the Board occurs over lunch, but keep in mind this is a working lunch and is the only time that site visitors will have the opportunity to ask questions of Board members.
- The site visit team chair conducts the meeting. This will typically begin with introductions of team members, followed by a request for introductions from Board members, and then team members will ask questions of Board members.
- It is standard procedure that at least one team member will take notes, so do not be concerned if someone is writing down information.

Higher Learning Commission (HLC) Criteria for Accreditation

(Highlighted areas are of direct relevance to the Board)

Criterion 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

1.B. Mission and Public Good

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

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.

Criterion 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.

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.

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.

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.

2.E. Knowledge Acquisition, Discovery and Application

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

Criterion 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.

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.

3.C. Sufficiency of Faculty and Staff

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

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.

3.E. Assessment of Student Learning

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

3.F. Program Review

The institution improves its curriculum based on periodic program review.

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.

Criterion 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.

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.

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.

A complete listing of all the components of the criteria for accreditation can be found on the HLC website at <https://www.hlcommission.org/accreditation/policies/criteria/>

Peer Reviewer Ratings

All core components are rated as Met, Met with Concerns, or Not Met. If anything is rated as Met with Concerns or Not Met, then this requires follow-up, typically in the form of a monitoring report or focused visit.

HLC uses the following definitions on their website

(<https://www.hlcommission.org/Policies/evaluative-framework-for-the-hlc-criteria.html>):

The institution meets the Core Component if:

- a. the Core Component is met without concerns, that is the institution meets or exceeds the expectations embodied in the Component, or to the extent opportunities for improvement exist, peer review or a decision-making body has determined that monitoring is not required; or
- b. the Core Component is met with concerns, that is the institution demonstrates the characteristics expected by the Component, but performance in relation to some aspect of the Component must be improved.

The institution does not meet the Core Component if the institution fails to meet the Component in its entirety or is so deficient in the area covered by the Core Component that the Component is judged not to be met.

Sample Potential Questions

Note: this is **not** intended as an exhaustive list of questions you might be asked by the HLC site visit team. Rather, the following questions are a **sample** of the types of things that you might be asked. The **site visit team may have very different questions** based on their own expertise and reading of the documentation provided by the college. Many site visit teams ask for concrete examples, so it is extremely helpful to provide specific examples in response to questions.

- How do you view your role as board members?
 - How does the Board fulfill its oversight role?
 - Tell us a little about how your sub-committee structure contributes to fulfilling this role.
 - What kinds of expertise do Board members bring to bear on decision-making?
 - What specific contributions have Board members made to the success of the college?
- Tell us a little about how you view your relationship with the college .
 - How do the Board By-laws define your relationship with the college?
- In what ways do you interact with the campus community to stay informed of current issues?
 - What campus activities are Board members invited to?
 - What kinds of reports do you regularly receive from college administrators, faculty, staff, and students?
 - Is there additional information you wish you had to support decision-making that you are currently not getting?
- What kind of orientation and/or ongoing training do you receive as a Board member?
- How do you stay current with issues in higher education?
- What do you see as the biggest challenges facing the college in the near future?
- What is your role in assisting the institution in meeting those its challenges?
- What is the Board's role in fund-raising?
- What are the strengths of the college's current strategic plan?
 - Since the strategic plan was developed, are there additional challenges that the plan does not address?

- What are the most important environmental factors that will influence the college in the next three years?
- Walk us through the evaluation process for the President.
- How do you evaluate the Board role in meeting your defined obligations?
- In what ways does the Board consider the interests of the college's external constituencies?
 - Who do you consider to be the college's external constituents?
 - What was the Board's role in the development of the current strategic plan?
 - How did external constituents participate in strategic planning?
- In terms of assessing financial health, which financial indicators or ratios do you monitor on a regular basis?
 - Does your review of financial performance give rise to concerns about the college's financial health?
- What other indicators of success do you review?
- Describe the budget approval process.
- Site visitors may also ask about specific areas of interest based on their reading of the Assurance Argument and interactions with campus groups prior to the meeting with board members.

After the Site Visit: Next Steps

- At the end of the site visit, the team will not provide a determination at this point, as they will continue to deliberate after they have left campus.
- The site visit team will rate all criteria as Met, Met with Concerns, or Not Met.
- The team chair will send a copy of the draft site visit report to the President and Accreditation Liaison Officer to check for errors of fact. (Note: the draft report is not intended for distribution at this point as there may still be significant changes in the final report).
- The team chair will consider the errors of fact and make changes as he or she deems appropriate.
- The President and Accreditation Liaison Officer will be sent a revised copy of the report and the President has the option to provide a response to the team findings.
- All materials, including the President's response will go to a second round of peer review (Institutional Actions Council).
- HLC Board will take action.

HLC Mock Visit – Board of Trustees Notes

Board Backgrounds / Longevity

Question: Tell us about the makeup of the Board and member backgrounds.

- We have a good mix of people and backgrounds on the Board, which helps bring different perspectives.
 - Some members have been here a long time, so there's good institutional knowledge and consistency.
 - Newer members bring fresh ideas and different viewpoints.
 - Most of us are very connected in the community, so we understand the area the college serves.
-

Board Organization / Committees

Question: How is the Board organized? Do you have committees?

- Every January, the BOT holds the Organizational meeting where internal and external committee appointments are designated including the following:
 - External Committees: KACC Rep, KASB Rep, CloudCorp Rep, and Foundation Rep
 - Internal Committees: Audit/Finance, President's Eval/BOT Awards, Benefits Committee, and Negotiating Team
- Each committee helps work through details before bringing recommendations to the full Board.
- Although there are subcommittees, information is always shared and final decisions are still made by the full Board.

There seemed to be some surprise during the conversation about the Board's involvement in negotiations by the Consultants, which led into a follow-up question about that role.

Role in Negotiations (*Follow-Up Question*)

Question: What role does the Board play in negotiations?

- BOT Negotiating Team, Administration, and HR are required to participate in KASB Negotiation Trainings Annually.
 - The Negotiating team (2 BOT members) directly handle negotiations and bring discussions back to the full Board and Administration for feedback.
 - The Board's role is approving final agreements and making sure things align with the direction and financial priorities of the college.
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Board Meetings

Question: How often does the Board meet?

- Regular monthly pre-scheduled meetings.
 - Additional meetings or study sessions scheduled when needed.
 - Annual Retreat every June is helpful for bigger-picture planning conversations.
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Mission

Question: It looks like the mission hasn't been updated in years.

- Clarified that the mission has been reviewed and discussed on 3-year cycle along with all policies and procedures even if wording has not been revised recently.
 - Board feels the mission still reflects the college and community well.
 - Mission continues to guide planning and decision-making conversations.
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Strategic Plan

Question: Share about the current strategic plan and the Board's role in bringing it to fruition.

- Strategic planning was a major topic during the 2025 Board retreat.
 - Former Trustees, Dave and Jesse, were involved in a subcommittee discussion tied to the plan.
 - The Board helps set direction and priorities while administration handles implementation.
 - Updates are brought back to the Board regularly so progress can be monitored.
-

BOT Duties and Responsibilities

Question: What are the Board's designated duties and responsibilities?

- Board members are elected officials representing the community.
 - Responsible for overseeing taxpayer and institutional funds.
 - Hire, support, and evaluate the President as the Board's one employee.
 - Help guide the overall direction of the institution.
 - Board tries to stay at the high level and avoid getting involved in day-to-day operations.
 - Strong trust in President and the leadership team to run the college.
 - Board members also stay engaged by attending events and remaining visible in the community.
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Former Employees Serving on the Board

Question: How do you manage someone working at the college and later serving on the Board?

- Acknowledged that perception matters and boundaries are important.
 - Once serving as a trustee, the focus has to stay on the Board role rather than previous experiences as an employee.
 - Example: Amber Hanson leading negotiations rather than Kevin Pounds since he has prior ties stepping into that process from the faculty side.
 - Board members are approachable and connected to employees and the community, but decisions are still made based on what is best for the institution overall.
 - Strong sense that Board members are invested in the success of the college and do not have personal agendas.
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Funding / Financial Health

Question: Talk about funding sources and whether they are adequate.

- Main funding sources include the mill levy, state funding, and grants.
 - Only county residents contribute to the mill levy.
 - The college has worked through significant budget reductions over the last several years.
 - Leadership has been recognized for managing those challenges well.
 - Strong reputation and community support were discussed as major strengths.
 - Examples: Projects like the Technical Education and Innovation Center, Digital Highway Sign, and Baseball Clubhouse being supported through private donor generosity rather than increasing taxes or relying on additional mill levy support.
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Staying Informed

Question: How do you stay informed about the college?

- Bi-weekly Board updates from the President.
 - Staying involved through campus and community events.
 - Being visible and connected helps trustees understand what is happening across campus without “getting in the weeds”.
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Information the Board Would Like More Of

Question: What information do you wish you had access to?

- Benchmarking and comparisons with similar colleges our size.
 - Additional forward-looking data to help with planning.
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Questions to Consultants

Question: What questions do you have about the accreditation process?

(No major concerns or additional questions were raised.)

Likely Questions That Were Not Asked

President Evaluation

- Annual Presidents evaluation process that is tied to goals and institutional priorities.

This process begins at the beginning of every April with the President sharing accomplishments and specific ways to improve future growth that is shared with the BOT along with an anonymous survey to be filled out by BOT and VPs. Results are compiled and shared back with the BOT and the President to evaluate individually. The face-to-face evaluation will take place in May to take action on the President's contract.

Strategic Planning Metrics

- How progress is measured and how often updates are reviewed by the Board.

Every June during the BOT Retreat strategic planning updates are discussed with the board in depth.

Conflict of Interest

- Annual Statement of Ethics and Conflict of Interest forms are filled out at the Organizational Meeting each January.

Challenges / Opportunities

- Growth, funding pressures, enrollment trends, and workforce needs.

Professional Development

- Trainings, conferences, and staying informed on higher education trends and governance practices.