AQIP Systems Portfolio
June 2006

Submitted for Reaffirmation of Accreditation to The Higher Learning Commission
– A Commission of the North Central Association of Colleges and Schools

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Cowley County Community College and Area Vocational-Technical School
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Institutional Overview

01. Distinctive Features

Cowley County Community College and Area Vocational-Technical School (CCCC) is a publicly supported, not-for-profit two-year college located in south-central Kansas. The College encompasses a service area of approximately 2,955 square miles and serves a population of nearly 68,000 people. The College was founded in 1922 as Arkansas City Junior College and is accredited by the state of Kansas; The Higher Learning Commission, a Commission of the North Central Association of Colleges and Schools; and is a member of the National Junior College Athletics Association.

Cowley's affiliation with NCA has been continuously authorized by the Board of Trustees since the College was granted correspondent status by the Commission on Institutions of Higher Education in 1967. The College first was accredited in 1975 for five years. In 1979, the College was granted a 10-year accreditation, which was renewed as a result of the 1989 self-study. In the 1999 self-study, the College was given the option of a “special emphasis” self study using the Baldrige Criteria, and again was granted a 10-year accreditation based on that study. In 2002, the College became a member of AQIP. The board continues to support

Mission Statement

Cowley County Community College and Area Vocational-Technical School is committed to learning excellence and personal enrichment in an open access environment.

Academic Life:
The College is committed to providing accessible curricula inclusive of skills and competencies needed by all individuals, transferable general education coursework, technical training or retraining, and lifelong learning experiences for all.

Student Life:
The College is committed to the growth of the total individual and seeks to stimulate development of decision-making skills, self-empowerment, good mental and physical health, responsible mature attitudes toward work, and an awareness of life-long learning potential.

Community Service:
The College is committed to improving the quality of life and preparing individuals for involvement in a multicultural society through programs developed by the College and the community.

Economic Development:
The College is committed to developing flexible partnerships with business, industry, governmental entities and the general service area to meet or exceed their needs for education, training, economic growth and development.

Support Services:
The College is committed to providing academic and life-planning assistance, health and wellness activities, and personal and/or financial support services to enhance the development of the whole individual.

Ethics:
The College is committed to maintaining the highest ethical standards and promoting a positive area-wide comprehensive community college identity.
Cowley's affiliation with the Commission. Cowley achieves its mission through the use of collegewide work teams, as well as other initiatives. These cross-functional teams develop individual plans of action that detail goals, objectives, measurements and timelines, which are then shared internally to provide insight into each team's work. Collegewide training in quality management was initially held in the mid-1990s, with small-group training being conducted annually to ensure campus personnel are comfortable with the vocabulary and are able to use continuous improvement techniques to help achieve college goals.

This focus on quality has led Cowley College to apply for and receive a 1999 Kansas Excellence Award Level III (the highest level) from the Kansas Award for Excellence Foundation, a quality award program based on the Malcolm Baldrige National Quality Award Criteria. In 2000, the College applied for the Pacesetter Award through CQIN (Continuous Quality Improvement Network). Continued training in AQIP principals and categories reinforces Cowley's focus on the quality movement in higher education.

02. Scope of educational offerings
Opportunities for student success are provided through key instructional programs. Student goals may be met by one or more of the following:

1. acquisition of an associate of arts degree, associate of science degree, or associate of general studies degree in one of 44 transfer programs, including the natural sciences, social sciences and humanities;
2. completion of career-technical training in one of 33 applied science degrees or certificate programs, including airframe/powerplant, automotive, drafting, graphic arts, mobile intensive care techni-

cian, criminal justice and service technology;
3. completion of course work for transfer to another institution;
4. continuing education studies in a variety of areas;
5. community service programs, including cultural arts programs and wellness programs;
6. non-credit programs for a variety of age groups;
7. business and industry pre-employment testing, training, and retraining;
8. improvement in basic skills.

Student success in each of these areas is measured through the assessment of Common Student Learning Outcomes, stakeholder feedback, student self-assessment and other methods of assessment established as Cowley's institutional focus.

03. Student Base
The average student age at the College in 2004-2005 was 25 years, consisting of 46 percent male and 54 percent female. With the exception of one year (2002), the average student age has decreased since 1997.

From summer 2004 to spring 2005, 27 percent of the total number of students received Pell Grants or federal Supplemental Educational Opportunity Grants (SEOG). However, 43 percent of the students enrolled during that period received some form of need-based financial aid.

The student population has grown from 58 students enrolled in 1922 to nearly 6,500 currently enrolled.

The customers of Cowley College demand flexible, timely, appropriate, and integrated learning opportunities in order to meet their goals. Cowley regularly assesses the needs of students and stakeholders and strives to offer services that
are competitively priced and of the highest quality. Success of the quality aspect of the College is measured through the value it adds to students, faculty, staff, and the region.

Cowley College operates substantially within a semester schedule with sessions being held fall, spring, and summer. Courses specific to business and industry run on a continuing basis in conjunction with the needs of the business. Flexible scheduling has enabled the offering of evening, late afternoon, early-morning, and weekend classes to correspond with shift worker schedules. Short courses are provided to meet special needs of the community. For example, Internet classes have been made available during several condensed weekend courses.

The key stakeholders for CCCC are comprised of the following groups:
1. Students, who come primarily from three counties within the College’s service area but also move into the area from all around the state, the nation, and from dozens of foreign countries;
2. Educational feeder institutions, who require coordination of educational programs to allow their students the opportunity to continually move toward their educational goals;
3. Educational receiving institutions, who require coordination of educational programs to allow Cowley’s students the opportunity to continually move toward their educational goals;
4. Business and industry, who require assessment, training, and retraining for their employees;
5. Cowley employees, who need the opportunity to function in a quality environment.

**04. Collaborations**

Healthy partnerships with regional and state universities and colleges are vital to Cowley. These partnerships include the six major state universities, the other 19 community colleges, technical colleges, and private schools in the area. Cowley also has ties with Oklahoma State University, which is only 75 miles south of the Arkansas City campus and Pioneer Technical College which is just south of the state border. The primary cooperative agreement partnerships are with Wichita State University, Iowa State University, Pittsburg State University, Pratt Community College and, through the Kansas Institute for Technical Excellence (KITE), with Butler Community College, Hutchinson Community College, and Wichita Area Technical College.

Cowley College also is a member of the South Central Kansas Higher Education Consortium with three other regional community colleges, a four-year state university, and a technical college. Cowley has partnerships with other universities through specific programs, such as the Kansas Academic Quality Improvement Project.

Cowley recognizes the vital importance of strong relationships with regional unified school districts (USDs) that supply students to Cowley, with other regional colleges that cooperate with Cowley to deliver services, and with transfer universities throughout the state. The College is a member of a Tech-Prep Consortium. An original group of 14 area high schools, operating under the guidance and leadership of Cowley, has recently been redesigned by a state grant to serve the two largest school districts in the area—Arkansas City and Winfield. It offers a four-year sequence of study beginning in the junior year of high school and continuing through two years of post-secondary occupational education, culminating in a vocational certificate or associate degree. Articulation agreements
Important business partnerships include aircraft industries like General Electric Aircraft Engine Maintenance Center (GE), Spirit Aerosystems (formerly Boeing Aircraft), Cessna and Raytheon, and plastics industries like Rubbermaid, KSQ, and CalMar. Cowley College is a leader in providing customized training directly to B&I, with courses to upgrade skill levels of workers and retrain workers who have been laid off or desire to change occupations.

Cowley has entered into several new business alliances in the past few years. The College is working with, or has worked with, Boeing, Wolf Creek Nuclear Generating Plant, the plastics program at Rubbermaid, Tango Trucking and Future Beef to tailor education to business-specific needs. The College also has entered into pre-employment testing with General Electric’s Aircraft Engine Maintenance Center at Strother Field and Cessna Aircraft. This process grades applicants for employment based on aptitude in various areas. A second step in the process is pre-employment training to enhance the skills of the newly hired workers.

Additionally, advisory committees work closely with the Career Technical Education directors and instructors in acquiring state-of-the-art equipment for use in labs and classrooms. The committees also serve as an information resource, notifying them when to update equipment such as “CNC” lathes or “Auto CAD” design systems. Through the nationwide contacts of many of the advisory committee members, thousands of dollars worth of equipment has been donated for training and instruction. General Motors and Ford Motor Company have donated cars and testing equipment. GE has donated a lathe. Non-Destructive Testing also has benefited from donated testing equipment.

An important supplier/customer relationship exists between Cowley and various government agencies, such as the Job Training Partnership Act (JTPA) and Social and Rehabilitation Services (SRS), through the Workforce Investment Act (WIA). Cowley is in the position of both supplier and customer, meeting the educational needs of the agencies while at the same time receiving students through the agencies.

The College has supplier needs and relationships similar to most businesses. Cowley annually does business with approximately 1,800 vendors. Many items are purchased via competitive bid. In addition to price, many other factors are evaluated when awarding a contract, such as prior history with the vendor, date of availability, method of shipment, and the ability to service the product. As a government entity, Cowley has the right to purchase items via the state purchasing contract.

Several programs and agencies operating within the College organization strongly affect Cowley’s relationship with other schools, organizations, and stakeholders. These include:

1. The Endowment Association, a foundation which is the focal point for community support and enthusiasm. Funds raised have included scholarship support and several capital campaigns, including those for building the Brown Center for Arts, Sciences and Technology, the Webb-Brown Academic Center, and the lobby of W.S. Scott Auditorium, all on the Arkansas City campus.

2. The Institute of Lifetime Learning provides opportunities for senior citizens to keep abreast of a changing world and to enrich their lives socially, spiritually, artistically, and physically. Informational
tours are available, as well as workshops on health, crime prevention, computers, defensive driving, and various other subjects.

3. Three TRIO programs are funded by the U.S. Department of Education and serve disadvantaged students in regional middle and high schools and at the College. The programs provide tutoring, career education, and special activities to encourage students to remain in school, to graduate and go on to complete a higher education degree or certificate.

Cowley College makes every effort to empower individuals to create innovations in each service area by encouraging and supporting quality initiatives. For example, a cooperative venture with three area USDs, called the PRAIRY Project, allowed individual instructors extended training in the distance teaching/learning approach.

05. Faculty and Staff Base

Cowley College employs 48 full-time faculty members, 31 tenured and 17 on tenure track. In addition, approximately 168 adjunct faculty members teach either on the Arkansas City campus, at outreach campuses, or through distance learning each semester. Cowley is fortunate to have a stable full-time teaching faculty. Each major field of study has at least one full-time faculty member, and these instructors may teach at both the Arkansas City campus and the outreach campuses. In an effort to maintain consistency of instruction, full-time faculty provide inservice training to all adjunct faculty and offer additional support throughout the semester. The core process of the school is instruction, with the largest number of full- and part-time employees directly involved with that function or its support. Faculty and staff work together in a combination of teams, committees, and councils to accomplish the tasks of the institution. The bargaining unit for the professional faculty is the College Education Association.

The College employs 218 people full-time and 232 part-time. Full-time positions are comprised of nine administrative positions, 161 support staff positions, and 48 faculty. There are 168 part-time faculty positions among the 232 total part-time employees.

06. Facilities, Equipment and Technologies

The College's main campus is located in the heart of downtown Arkansas City. The 18-building site is spread out over 13 acres with an additional 17 acres at the track facility. Key off-campus sites include two centers in Wichita, two in Mulvane, and one each in Wellington and Winfield. Several smaller sites in Argonia, Caldwell, Cedar Vale, Conway Springs, Oxford, South Haven, and Udall have classrooms located in USD facilities linked to Cowley by Interactive Distance Learning (IDL), a full-motion interactive television video for delivery of services/education. Cowley serves a regional market involving three rural primary service-area counties and the metropolitan Wichita area. The curriculum, in both the general education and vocational-technical programs, addresses the needs of a diverse student population and provides key training to business and industry partners.

The institution functions under the governance of a local elected Board of Trustees and under the guidance of the Kansas Board of Regents. The College operates under numerous federal laws and regulations, ranging from the Title IV Higher Education Act, to various civil rights laws, regulations and executive
orders, numerous wage and hour laws, labor and employment rights laws, and safety and health laws. State statutes and local board policies also apply.

07. Competitive factors

Traditional competitors in the area include Butler Community College, Pratt Community College, Hutchinson Community College, Southwestern College, Wichita State University, Wichita Area Technical College, Friends University, Newman University, Oklahoma State University, and Northern Oklahoma College.

Competition for students has increased dramatically during the last decade. However, Cowley has experienced tremendous enrollment growth during that time. Currently, Cowley ranks as the fourth-largest among the 19 community colleges in Kansas, based on full-time equivalency (FTE) enrollment.

Enrollment is a significant factor that is monitored closely. Directly or indirectly, approximately 73 percent of Cowley’s revenue is based on enrollment.

Technology is demanding that the delivery of education change. Cowley’s competitors include colleges and universities, as well as private organizations such as Phoenix University, Disney, Microsoft, and Sylvan that utilize technology to reach beyond traditional boundaries. Colleges and universities must look to technology and new concepts to compete. Concepts such as accelerated degree programs and integrated curriculum have been implemented at Cowley. Distance delivery of courses continues to expand Cowley’s place in the competitive market. Cowley offers courses in various distance delivery modes, including IDL, Telecourses and Web delivery using WebCT course management.

The community college concept is a strong factor in Cowley’s recent success. Student success as well as the low cost and convenience of being close to home or work are key reasons students choose to attend Cowley. Data from the Kansas State Department of Education indicates that approximately 60 percent of all freshmen and sophomores enrolled in higher education in the state are enrolled in community colleges. Business and industry leaders see the college’s local authority, and ability to move quickly in establishing new training and retraining, as essential to their partnership.
# GLOSSARY OF TERMS AND ACRONYMS

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Full Form</th>
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<tbody>
<tr>
<td>ABE</td>
<td>Adult Basic Education</td>
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<tr>
<td>AC</td>
<td>Administrative Council</td>
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<tr>
<td>ACES</td>
<td>Academic Civic Engagement through Service</td>
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<tr>
<td>ACT</td>
<td>American College Testing</td>
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<tr>
<td>AICPA</td>
<td>Association of Certified Public Accountants</td>
</tr>
<tr>
<td>BAE</td>
<td>British Aerospace</td>
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<tr>
<td>BAM</td>
<td>Business, Announcements, and Miscommunication</td>
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<tr>
<td>B&amp;I</td>
<td>Business and Industry</td>
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<tr>
<td>CAAP</td>
<td>Collegiate Assessment of Academic Proficiency</td>
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<tr>
<td>CAD</td>
<td>Computer Aided Design</td>
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<tr>
<td>CCCC or Cowley County College</td>
<td>Cowley County Community College</td>
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<tr>
<td>CNC</td>
<td>Computerized Numerical Control</td>
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<tr>
<td>COMPASS</td>
<td>Comprehensive, Computer-Adaptive Testing System</td>
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<tr>
<td>CONNX</td>
<td>Name of a software product and the name of the company that created it</td>
</tr>
<tr>
<td>CI</td>
<td>Core Indicators – Core Indicators of Success</td>
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<tr>
<td>CQIN</td>
<td>Continuous Quality Improvement Network</td>
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<tr>
<td>DSC</td>
<td>Disability Services Coordinator</td>
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<tr>
<td>EEOC</td>
<td>Equal Employment Opportunities Commission</td>
</tr>
<tr>
<td>ESL</td>
<td>English as a Second Language</td>
</tr>
<tr>
<td>FASB</td>
<td>Federal Accounting Standards Board</td>
</tr>
<tr>
<td>FTE</td>
<td>Full Time Equivalent</td>
</tr>
<tr>
<td>FTE</td>
<td>(15 credit hours = 1 Full-Time Equivalent)</td>
</tr>
<tr>
<td>GAAP</td>
<td>Generally Accepted Accounting Practices</td>
</tr>
<tr>
<td>GASB</td>
<td>Government Accounting Standards Board</td>
</tr>
<tr>
<td>GE</td>
<td>General Electric Aircraft Engine Maintenance Center</td>
</tr>
<tr>
<td>GED</td>
<td>General Equivalency Diploma</td>
</tr>
<tr>
<td>GIR</td>
<td>General Institutional Requirements</td>
</tr>
<tr>
<td>GPA</td>
<td>Grade-Point Average</td>
</tr>
<tr>
<td>HazMat</td>
<td>Hazardous Materials Training</td>
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<tr>
<td>IDL</td>
<td>Interactive Distance Learning (full-motion interactive video)</td>
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<tr>
<td>JTPA</td>
<td>Job Training Partnership Act</td>
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<tr>
<td>KAACBP</td>
<td>Kansas Association of Community College Business Officers</td>
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<tr>
<td>KAE</td>
<td>Kansas Award for Excellence</td>
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<tr>
<td>KACCT</td>
<td>Kansas Association of Community College Trustees</td>
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<tr>
<td>KAQIP</td>
<td>Kansas Academic Improvement Project</td>
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<tr>
<td>KITE</td>
<td>Kansas Institute for Technical Excellence</td>
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<tr>
<td>KM</td>
<td>Key Measures – Essential measurements established for the institution</td>
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<tr>
<td>KTTI</td>
<td>Kansas Technical Training Initiative</td>
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<tr>
<td>LRP</td>
<td>Long Range Plan</td>
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<tr>
<td>MIS</td>
<td>Management Information System</td>
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<tr>
<td>MBNQA</td>
<td>Malcolm Baldrige National Quality Award</td>
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<tr>
<td>MSDS</td>
<td>Material Safety Data Sheets</td>
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<tr>
<td>NACUBO</td>
<td>National Association of College and University Business Officers</td>
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<tr>
<td>NATEF</td>
<td>National Automotive Technicians Education Foundation</td>
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<tr>
<td>NCA</td>
<td>North Central Association of Colleges and Schools</td>
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<tr>
<td>NISOD</td>
<td>National Institute for Staff and Organizational Development</td>
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<tr>
<td>NDT</td>
<td>Non-Destructive Testing</td>
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<tr>
<td>OAT</td>
<td>Outcomes Assessment Team</td>
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<tr>
<td>Out-district</td>
<td>Outside of Cowley County</td>
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<tr>
<td>OSHA</td>
<td>Occupational Safety and Health Administration</td>
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<tr>
<td>P-D-C-A</td>
<td>Plan-Do-Check-Act</td>
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<tr>
<td>POISE</td>
<td>People Oriented Information Systems for Education</td>
</tr>
<tr>
<td>PRAIRY</td>
<td>Professional Renewal Approach (which Activates) Innovative Resources for Youth</td>
</tr>
<tr>
<td>SAIT</td>
<td>Summer Academy of Instructional Technology</td>
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<tr>
<td>SAR</td>
<td>Student Academic Report</td>
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<tr>
<td>SCKEN</td>
<td>South Central Kansas Education Network</td>
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<tr>
<td>SEOG</td>
<td>Supplemental Educational Opportunity Grant</td>
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<tr>
<td>SGAA</td>
<td>Student Government Association</td>
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<tr>
<td>SSEC</td>
<td>Southside or Southside Center – Southside Education Center</td>
</tr>
<tr>
<td>SRS</td>
<td>Social &amp; Rehabilitation Services</td>
</tr>
<tr>
<td>STC</td>
<td>School-to-Career</td>
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<tr>
<td>TQM</td>
<td>Total Quality Management</td>
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<tr>
<td>USD</td>
<td>Unified School District</td>
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<tr>
<td>WATC</td>
<td>Wichita Area Technical College</td>
</tr>
<tr>
<td>WDC</td>
<td>Workforce Development Center</td>
</tr>
<tr>
<td>WSU</td>
<td>Wichita State University</td>
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</tbody>
</table>
Cowley County Community College strives to meet the needs of a diverse student population. Institutional resources are focused on the Instructional Division of the College and the goal of helping students learn. There are several initiatives currently being developed to address the needs of the diverse learner and to provide alternate means of course delivery and assessment.

**1C1 Common Student Learning Objectives**

Cowley County Community College serves a diverse student population; consequently, learning objectives are intentionally designed to support the varying individual goals of the student population. All degree-seeking students are expected to meet Common Student Learning Outcomes based on a general education curriculum, which promotes acquisition of foundational knowledge and the development of academic discipline and integrity. Upon graduation from Cowley, all degree-seeking students should demonstrate competency in the areas of communication, computation, critical thinking and problem solving, technology, community and interpersonal skills (Appendix A). General education requirements for degree-seeking students are outlined in the college catalog and include basic skills, humanities, social science, and natural science courses. Instructors in these areas include specific course outcomes in their course procedures. In addition, outcomes for general education courses are standardized across campuses to ensure that all students receive exposure to the common language and accepted methodology of each key academic discipline.

Learning objectives for technical and vocational certificate programs are developed in accordance with the state and professional requirements established for these areas of study by their licensing institutions, and are available from each program’s lead instructor and through the Academic Affairs office. Individual course objectives are outlined in the course procedure of each course required for the attainment of a vocational certificate or technical degree.

**1C2 Aligning Learning With Cowley’s Mission Statement:**

Cowley County Community College & Area Vocational-Technical School is committed to learning excellence and personal enrichment in an open access environment.

**Cowley’s Statement of Institutional Purpose:**

We are committed to maintaining a quality institution by meeting and exceeding the expectations of customers through: academic and personal enrichment, support services, community development, fiscal soundness, and ethics.

**Cowley’s Core Values: People**

- We emphasize the importance of human relationships, diversity, and a sense of community.
- We provide student-centered instruction.
- We provide a safe learning environment where joy, humor, and teamwork are embraced.
- We encourage open communication and the sharing of ideas.
**Leadership**
- We provide a positive atmosphere that fosters personal and professional growth.
- We empower students and employees to be innovative and visionary.
- We are an ethical leader in the field of education.

**Integrity**
- We regard honesty, trust, and respect as essential principles in our academic, personal and professional standards.

**Accountability**
- Our students will receive a quality education.
- The College will provide students the opportunity to take an active role in their success.
- All employees are responsible and committed to excellence.
- We are accountable to the community to educate students and to sustain and improve society.

The Mission Statement, Statement of Institutional Purpose, and Core Values guide the strategic planning process at the College. To ensure alignment with the mission statement, all administrators, faculty and staff complete job performance targets annually. The individual goals identified in employee job targets promote departmental objectives and alignment with institutional objectives.

All employee and departmental goals are expected to support the College’s mission and statement of purpose. Individual goals are used to define departmental priorities, which inform the strategic planning process. Teams such as Academic Affairs, Outcomes Assessment, Academic Advisement, and Student Success ensure that processes, policies and academic programs align student learning expectations with Cowley’s mission.

**1C3 Key Instructional Programs and Delivery Methods**

One of the instructional focuses is on individual courses and how they can successfully prepare students for continued academic study and/or entry into the workplace. Supporting this focus are key instructional programs, which consist of four associate degree programs and nine vocational certificate programs (Figure 1.1). As part of the commitment to ensure an open-access environment for its students, the College offers required courses in a variety of formats, provides flexible scheduling options, and maintains a low student-to-teacher ratio. Each course has a maximum capacity that is determined by the instructional office in coordination with the course’s department and instructor(s). The average class size is 15 students.

Associate degrees and certificates are awarded based upon a credit hour system.

<table>
<thead>
<tr>
<th>Academic Programs by Percentage of Total Graduates</th>
<th>2004-2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree</td>
<td>% of Total Graduates</td>
</tr>
<tr>
<td>Associate of Arts</td>
<td>(365/684)</td>
</tr>
<tr>
<td>Associate of Applied Science</td>
<td>(126/684)</td>
</tr>
<tr>
<td>Associate of Science</td>
<td>(119/684)</td>
</tr>
<tr>
<td>Associate of General Studies</td>
<td>(13/684)</td>
</tr>
<tr>
<td>Vocational Certificate</td>
<td>(43/684)</td>
</tr>
</tbody>
</table>

Figure 1.1
They are designed to be completed in four 16-week semesters, however, every effort is made to accommodate the individual learner's academic and scheduling needs. As a result, most general education courses are offered in a variety of formats including traditional classroom, Interactive Distance Learning (IDL), Telecourse, and Online environments. In addition, scheduling options are continually expanded in an effort to meet the needs of our dynamic student population. Currently, students may select from two- to three-day courses, one-week courses, four-week courses, eight-week courses or 16-week courses. In addition to its daytime course offerings, the College offers many courses in the late afternoon and evening in an effort to accommodate non-traditional students' work and family schedules.

Technology use and technological innovation are significant components of Cowley's instructional focus. Most classrooms are equipped with a presentation computer and projector, audio-visual equipment, and a SMARTboard or school pad. In addition, individual faculty members are encouraged and supported in their efforts to pilot and institutionalize technology that is appropriate for their curricular areas. Innovation is promoted and partially funded through a federal Title III Grant. As part of this grant initiative, faculty have self-selected to integrate hand-held computers, computer-aided instruction, professional-grade equipment, and interactive software into their courses. In addition, Cowley was a participant in a technology grant (PRAIRY), along with area USDs, that provided technology tools and training to participating faculty members. These initiatives have been quite successful. At present, 95 percent of Cowley's full-time faculty report using some type of technology in their face-to-face classes.

Classroom technology use is supplemented by student-based applications available through the interactive web site: www.cowley.edu. All students are strongly encouraged to use the Campus Connect enrollment management system, which provides access to instructor web pages and e-mail accounts. WebCT is used as a tool for online students to access their course assignments and instructor information and for supplementing traditional courses with online materials. Electronic library services are available to all students, which has increased accessibility to library resources.

1C4 Preparing Students To Live in a Diverse Society and World

Meeting the needs of an increasingly diverse student population and preparing all students to live in a diverse world are important aspects of the institution's learning focus. As part of the Common Student Learning Outcomes regarding community skills, the College emphasizes awareness and appreciation of cultural, social and artistic diversity. To ensure that students develop these competencies, many opportunities are provided for students to experience a variety of social, cultural and artistic perspectives both within and outside of the classroom. Through the Arts at Cowley and Irwin Visiting Artist Series, students are provided with opportunities to see, hear and discuss diverse cultural perspectives. Nationally-recognized speakers also are considered an integral part of Cowley's New Student Orientation activities, which take place during the fall term.

In an effort to accommodate students' learning styles, Cowley provides on-site workshops and opportunities for
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Faculty to pilot and implement non-traditional educational approaches, including exploratory workshops, computer-aided instruction, online instructional units and technology-enhanced audio-visual presentations. In addition, a Learning Styles Inventory program is available to all students and instructors in an open-access computer lab located in the Underground on the Arkansas City campus, and the Academic Success Center (ASC) at Southside. The College has been active in providing students alternative instructional formats to accommodate various learning styles. Students can enroll in a Becoming a Master Student course, which includes a learning styles component. This course is offered at both the Arkansas City and Southside campuses.

Students requesting assistance with disabilities are eligible to receive free services through the College's special needs and IMPACT programs. IMPACT is one of the Student Support Services programs designed to assist eligible students in successfully reaching their goal of graduation from Cowley. Assistance from these programs includes one-on-one tutoring, note-takers and readers as appropriate. In addition, student resource labs at both the Arkansas City and Wichita campuses provide access to adaptive technology computers that are equipped with voice and text recognition software.

1C5 Creating and Maintaining a Healthy Campus Climate

Maintaining a climate that celebrates intellectual freedom, inquiry, reflection, respect for intellectual property, and appreciation for differing and diverse opinions is important to the College. The Academic Freedom Policy, based upon the American Association of University Professors' Handbook and as stated in the negotiated Master Agreement, exists to provide protection for faculty opinions and intellectual property. In order to ensure protection of the intellectual property rights of faculty, students and copyright holders, academic honesty and integrity in the classroom are identified as clear expectations at Cowley. These expectations are supported and enforced through the Academic Integrity policy and Code of Academic Misconduct, which outline definitions of, and consequences for, plagiarism, cheating, fabrication and falsification, multiple submission, misuse of academic materials, and complicity in academic dishonesty. These policies are provided to students during new student orientation and included on all course syllabi. In addition, students are required to view the College’s Academic Integrity policy prior to logging on to any campus computer.

The critical thinking component of Common Student Learning Outcomes encourages the development of mutual respect among students, administration, faculty and staff, and is emphasized through in-class discussions, projects, and written assignments that focus on the process of critical evaluation. Critical thinking components of the curriculum are supplemented by student activities such as those offered by Academic Civic Engagement Through Service (ACES), the College's service learning organization. ACES provides opportunities for people from diverse backgrounds to interact with one another through service projects and the concept of service learning is reinforced throughout the curriculum in sociology and psychology courses. Also available is the campus newspaper, which provides a forum for students to publicly express their views on topics that are significant to the student body. The College
also offers a variety of clubs, organizations and campus activities to ensure that all students are afforded the opportunity to participate in campus activities that help meet their individual interests and needs.

1P1 Determining Common Student Learning Goals

The (OAT) Outcomes Assessment Team at Cowley has identified Common Student Learning Outcomes that are reinforced throughout the curriculum. These learning outcomes were developed using feedback from a study by the Pew Charitable Trust and published in “Learning College for the 21st Century,” as well as other published sources and faculty input. These skills include communication, computation, community, critical thinking and problem solving, interpersonal, and technology skills (1C1). The Outcomes Assessment Team includes faculty from all departments, as well as from both major campuses.

Additionally, Cowley has a process for program review in which the faculty for each program, under the guidance of the department chair, develops a three-year plan that is reviewed annually. As a part of the annual review, the program curriculum is reviewed and updated if necessary, and course outlines and objectives are revised accordingly. Program objectives also are reviewed by other institutions to ensure transferability of courses.

Advisory boards are instrumental in determining learning objectives. Each department has an advisory board that includes students and representatives from business and industry as well as other educational institutions. The advisory board meets with the department at least once each semester to review existing programs, processes, and objectives, and to provide feedback on proposed changes and additions. The annual program review requires authorization of the advisory board prior to submission to the Vice President of Academic and Student Affairs.

1P2 Designing New Courses and Programs

Cowley faculty members are encouraged to propose new courses or programs to meet the needs of students, the community, and the business sector. A proposal for a new course is presented to the Academic Affairs Council by the department chair or lead instructor, along with a statement justifying the need for the course. Members of the Academic Affairs Council review the proposal and, if the course is favorably received, take it to the individual departments for input. After the proposal has been reviewed by the departments, the proposing party develops a course procedure and syllabus and resubmits to Academic Affairs. The council reviews the final proposal and makes the final determination as to whether the course will be adopted. If the course is adopted, the registrar evaluates the course for transferability. For vocational programs, additional documentation is needed to comply with state guidelines.

1P3 Required Student Preparation

As an open-access institution, Cowley serves a diverse population whose preparation for college-level work is widely disparate. Students who enroll for the first time are assessed in reading, writing, and math, unless they have ACT scores that indicate readiness for college-level work or they are transferring in credits in these areas from another institution. Computer skills will also be assessed starting in 2005-2006. Qualifying scores for each course are determined by the director of the division of academic affairs.
of assessment in collaboration with faculty, other area institutions, and national standards. The College has a mandatory assessment and placement policy that requires assessment upon entry as well as initial placement in the course level indicated by the assessment. Students in math and writing courses are required to pass each course with a grade of “C” or higher before advancing to the next level.

Students entering industrial technology programs take the Work Keys assessment, which measures current skills in comparison to the skill level needed for the specific vocation. This assessment gives students a clear indication of the learning gap that will need to be bridged prior to entering the job market.

Prerequisites for college-level courses are determined by the course instructors and the department and are based on course objectives and alignment with other institutions.

1P4 Communicating Expectations to Students

Expectations regarding student preparation and learning objectives are communicated to prospective students in various ways. Cowley admission representatives communicate these expectations at high school visits, College Planning Conferences, and career fairs. The TRIO programs (Upward Bound and Talent Search) also work with middle school and high school students to communicate expectations and to assist students in meeting these expectations. Additionally, these expectations are printed in the course schedules and college catalog, which are accessible through the College website and updated as needed. This resource provides students immediate access to the most current information.

Admission representatives and advisors discuss with entering students the benefit of initial assessment for appropriate placement, and it is reinforced by assessment personnel who discuss assessment results and course placement with the students. Course placement and proper sequencing of courses are reinforced by the student’s academic advisor.

Course prerequisites are published in both the online and printed versions of the college catalog and course schedules, and are enforced by academic advisors. Also, each instructor provides students a course procedure and syllabus outlining the prerequisites, objectives, and other expectations for the course.

1P5 Advising and Placement

Students are offered assistance in selecting a program of study through the Office of Assessment and Career Services, the Student Support Services program, and through their academic advisor. The Office of Assessment and Career Services provides resources, including the Discover program, that guide a student to career options by exploring interests, strengths, and abilities. Through Discover, students can learn about suitable careers as well as research colleges that offer the programs and information about the career itself. The Student Support Services program provides career selection and job shadowing to 150 students from academically disadvantaged backgrounds. The College has advisors specifically assigned to students who are undecided on a major. These advisors work together to form strategies that will help students define realistic and attainable goals. Students with declared majors are assigned an advisor in the appropriate content area.

1P6 Documenting Teaching and Learning Effectiveness

All courses objectives have been
approved by the Academic Affairs Council to align with institutional goals. Many considerations are taken into account when establishing these objectives, such as successive course requirements, job skill requirements, requirements of four-year institutions, knowledge needed for successful certification testing, and necessary life skills. Cowley does not prescribe particular activities teachers must adhere to, but instead allows and encourages instructor creativity to achieve these expectations. A critical component of teaching and learning effectiveness is hiring qualified instructors. Current qualifications include a preferred master's degree with 18 graduate hours in the subject area to be taught. A bachelor's degree is required for vocational program instructors. See Category 4 for the process of hiring.

Annually, all instructors complete a Job Target (Appendix B) to better focus on goals and specify methods for assessing if established goals are met. Prior to the end of each academic year, instructors meet individually with the Vice President of Academic and Student Affairs to discuss the concluding year and the upcoming year. Besides the Job Target process, instructor evaluations occur regularly. All instructors are evaluated once each semester for the first three years; once each year for the next three years; and once every three years thereafter. Instructors are evaluated by a) Self, b) Department Chairperson, c) the College's Chief Academic Officer and/or Other Instructional Administrator, and d) Students. The Chief Academic Officer (CAO) reviews evaluations to determine if any action or further discussion is necessary.

Along with the opportunities to evaluate instructors and courses, student satisfaction is determined through survey instruments, such as the Noel-Levitz Survey of Student Satisfaction, Student Evaluation of Courses, and the Graduate Survey (Appendix C).

The success of students in achieving each course and program expectations exemplifies effectiveness. The College does not depend solely on course grades and program requirement completion as the only indicators of this effectiveness. Other indicators include DFW rates, student success in subsequent courses, success of certification tests, and feedback from four-year institutions, along with feedback from departmental advisory committees. Final exams in English and math areas are standardized to help determine that outcomes for the courses are being met. Additionally, the Collegiate Assessment of Academic Proficiency (CAAP) assessment is administered to all associate of arts, associate of science, and associate of general studies graduates during their final semester to provide additional information regarding the skills of the students.

### 1P7 Instructional Delivery Processes

Although a majority of courses are offered in a face-to-face classroom setting, either 3 x 50 minutes/week, 2 x 80 minutes/week, or 1 x 2:45 hours/week, Cowley's alternative delivery methods are growing rapidly. These learning environments include Interactive Distance Learning (IDL) (since 1991), Telecourse (since 1998), and Online (since fall 2000). The fastest growing non-traditional learning environments are IDL and Online. The IDL environment grew to 548 students in fall 2004. There were 27 different classes with 91 IDL locations. Since its inception at Cowley, IDL classes have grown from being primarily general edu-
cation classes to more specialized classes. With this growth, classes that have low enrollment numbers at one site can still be offered to students.

Cowley’s first online classes were offered in fall 2000 with eight different courses available. In fall 2002, a full-time Help Desk position with evening and weekend hours was added, and in spring 2003, an Instructional Technologies Trainer position was added. In fall 2005, the online program grew to 54 courses and comprised 8.82 percent of Cowley’s enrollment.

Method of course delivery is determined by the CAO in conjunction with the Director of Distance Education and the course instructor. Regardless of the delivery process, the courses adhere to common course outcomes and utilize common projects or finals as required.

1P8 Curricular Currency and Effectiveness

Cowley utilizes various processes that assist in curricular review and maintain the currency and effectiveness of programs. A program review is completed by each area of study annually. Information in the document is reviewed by the vice president of academic and student affairs, recommendations are considered, and necessary or desired changes are made. This serves as an opportunity for each department’s areas of study to provide statistics regarding programs and to identify areas of strength and weakness. The process looks at the numbers in various programs to help determine if the College is meeting the needs of students and other stakeholders. Additionally, each department has an advisory council that is met with once each semester. This committee includes the staff and faculty in the department, students, and members from various areas within the surrounding community. Input is gleaned from the committee and used when determining the direction of the department. The vocational programs make use of an employer survey to assess the training level of their graduates and how they perform in the workplace.

To help ensure current curriculum, Cowley has been an active participant in the Kansas Core Competencies Project, allowing Kansas higher education institutions to discuss courses and develop common course outcomes. Additionally, Career-Technical curriculum is reviewed and updated on a regular basis using feedback from key stakeholders.

1P9 Determining Student and Faculty Support Needs

Upon initial full-time enrollment at Cowley, students are assigned an advisor. The assignment of advisors is determined by the students’ goals and abilities. In 2003, specific advisors were secured for students needing developmental classes. These advisors meet to discuss issues specific to these students. All advisors meet with their advisees a minimum of two times each semester. Additionally, beginning in August 2004, students enrolled in Orientation were provided with mentors (volunteer faculty and staff) which provides them with another person on campus to assist with their questions and/or needs. The College also uses feedback from various student stakeholder surveys to help assess student needs.

Students’ academic support needs are met in several ways. The Underground is a central place on the Arkansas City campus for students to have access to computers and to tutors in numerous subject areas. These tutors are trained and supervised by the Coordinator of Student Success, and faculty members provide input regarding specific sub-
ject area needs. Changing needs are assessed through tracking usage of the Underground and tutors throughout each semester. The Underground was established in fall 2002 and logged 2,743 hours in computer usage and tutoring. During the fall 2004 semester, 6,930 hours were logged. Figure 6.6 provides a summary of underground services and usage. Additionally, the Impact program provides tutors and smaller classes in core subject areas, such as English and math, for its members, and the Academic Success Center is available to students in the Wichita area. Category 6 includes additional information regarding academic support processes.

The Student Academic Reporting (SAR) process and Attendance Reporting process also provide valuable information to advisors, staff and faculty over specific scholarship areas, to help alert them to emerging needs of students. Through these computerized reporting methods, those concerned with specific students’ progress are notified of problems or changes. This has developed into a better method of teamwork between faculty and others concerned with student success. Through these programs Cowley has become proactive in problem areas, rather than reactive.

The College has become even more proactive with the addition of a full-time Disability Services Coordinator in August 2004. This individual provides information and guidance to students and faculty in the assessment of needs and assistance to students in order to help them be successful in the classroom.

Along with the student support provided, Cowley provides support to faculty through technology training, professional development workshops, and encouragement of innovation within the classroom (Category 4). Needs are assessed through individual faculty members’ job targets, departmental program reviews, and the tracking of student enrollment and DFW rates.

1P10 Alignment of Curricular and Co-curricular Goals

Cowley College’s mission is to give every student the skills to be successful in today’s global economy. The Outcomes Assessment Team (OAT) was formed to gather information about the skills and abilities of Cowley’s students when they graduate from the institution. OAT is comprised of two committees. The steering committee includes six members—the chairs of OAT and four faculty members representing the learning skills areas where data is being gathered. The core committee is comprised of the steering committee members plus representatives from all educational departments on campus. The interdisciplinary approach strengthens communication and cooperation between OAT and faculty members of each department and shows Cowley’s commitment to student goals.

The College recognizes many areas involved in student goal attainment. Category 6 gives a more detailed account of these areas, including student life and counseling.

1P11 Student Assessment Processes

The Outcomes Assessment Team has identified a process to assess the six Common Student Learning Outcomes that the College believes every student should demonstrate proficiency in before graduating. This process was developed based on feedback from other institutions and past experiences with assessment at the College.

Beginning in fall 2005, every student graduating from Cowley with an associate of arts, associate of science, or associ-
ate of applied science degree is required to take the Collegiate Assessment of Academic Proficiency (CAAP) in the areas of English, computational skills, and reading. The results from each area are recorded on the student’s permanent record. If a student achieves a score on any portion of the CAAP at or above the national average, a certificate of achievement, signed by the College President, will be awarded. This certificate may then be placed in the student’s portfolio.

The CAAP is given during testing week four times a year. Numerous days and times are designated during this week, at both the Arkansas City and Wichita campuses, to accommodate the schedules of Cowley’s diverse student population. To simplify the process for the students, each session of the CAAP is listed as a non-credit course that students can access and sign up for using their Campus Connect account. The testing time and location are printed on the student’s class schedule.

In addition to the CAAP data on computational skills, the Natural Science Department collects data from comprehensive math final exams, which are given to all intermediate and college algebra students and are based on the competencies for each course. Also, the Humanities Department collects data from a portion of the composition II final exam that is devoted to writing skills and is given to every student in the course. The processes for these assessments are determined by the department, with results shared at department and advisory meetings.

The OAT is working on developing an assessment schedule to address the Common Student Learning Outcomes that are not assessed by the CAAP. Along with an assessment schedule, the team will develop the process on how the data will be analyzed and used to improve student learning.

**1P12 Student Preparation for Further Study or Employment**

Cowley recognizes that almost every student who attends classes at the College intends to either transfer to a four-year institution or enter the workforce. Accordingly, every effort is made to develop competent and effective students and employees so that they attain their goals. Cowley’s Common Student Learning Outcomes go beyond course content to embrace those skills that will foster responsibility and productivity in the classroom or the workplace.

Each semester, Cowley receives a report from Wichita State University, comparing the success of Cowley students to the entire student population. This report provides valuable information on the preparedness of the students for further study. The information is evaluated and shared with faculty and staff to develop response strategies as needed.

Many Cowley students also learn workplace skills through work-study experience. Approximately 1,250 hours per week are allocated to approximately 160 students. These students attend an orientation at the beginning of the year to provide them with an overview of workplace etiquette and responsibilities. Each position has a job description, and students rely on their direct supervisor for guidance and feedback on their performance.

Each year, a survey is administered to employers of Industrial Technology graduates. The survey results provide valuable feedback that the department utilizes to enhance efforts to produce world-class employees.
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1P13 Measures of Student Performance

Although instructors have the primary responsibility for measuring and analyzing student performance in individual courses, Cowley’s outcome assessment process provides an overall assessment in key areas, which allows feedback and, if needed, action in academic areas. The results from the data collected are disseminated through inservice presentations, faculty meetings, and department meetings. Through these discussions, it is decided what action, if any, should be taken to improve the academic success of Cowley students.

1R1 Student Learning Achievement

The College measures student learning achievement using course-based performance assessments, standardized assessment results, course completion rates, graduation rates (Figure 1.2) and institutional persistence rates. Student performance in each course is evaluated based upon the students’ mastery of stated course outcomes. In addition, as a result of initiatives developed and implemented by the Outcomes Assessment Team, student performance in each of the Common Student Learning Outcomes is evaluated through specifically targeted assessments. The first results from the CAAP standardized assessment, which evaluates student proficiency levels in college-level reading, writing and mathematics, became available in spring 2005 (Figure 1.3).

Cowley College will continue to collect and monitor these results to ensure that each student is adequately prepared to enter into the next phase of his or her education and/or career.

Another method used to monitor student achievement is evaluation of course completion rates. This information can easily be accessed through Cowley’s Intranet. Overall, Cowley’s course completion rates are very high. The average percentage of students receiving A’s, B’s and C’s consistently falls between 83 and 85 percent (Figure 1.2). The College looks at annual graduation rates as one indicator of student goal achievement. Based on IPED 2004 results, Cowley had a cohort graduation rate of 40%, compared to the comparison group mean of 32.37%. This number has held fairly constant over

### COURSE COMPLETION RATES

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<th>B%</th>
<th>C%</th>
<th>D%</th>
<th>F%</th>
<th>W%</th>
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<th>ABCS%</th>
<th>DFW%</th>
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Figure 1.2

### CAAP ASSESSMENT RESULTS

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<th>Writing Skills</th>
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<th>Reading</th>
</tr>
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<td>National Average Score</td>
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<tr>
<td>Cowley Average Score</td>
<td>61.4</td>
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</table>

Figure 1.3

AQIP Systems Portfolio Category One 19
the past four years. It is recognized that many factors affect these rates, and graduation may not be the students main goal. Cowley is above the national average in this area.

Student persistence rates reflect retention rates from fall to fall and from fall to spring. Figure 1.4 shows a five-year trend in persistence rates. The fall to fall national rate in 2003 was 52.8% and in 2004 was 51.3%, based on ACT National Datafile information on open admission two-year colleges. Cowley has consistently been above the national average.

1R2 Student Competence Evaluation
Multiple measures are employed to monitor and ensure that students have acquired the knowledge and skills base required by the institution and its stakeholders. One method used to evaluate students’ preparation for transfer to four-year institutions is careful review of all comparative data reported to Cowley by universities where significant numbers of Cowley students transfer. Unfortunately, not all transfer institutions provide this information to Cowley. However, when reviewing data received, it is found that Cowley students’ average term GPA is comparable to that of transfer students from other institutions. In addition, Cowley students’ average GPA tends to exceed the average GPA for non-transfer students as well as the university’s average GPA (Figure 1.5).

<table>
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<th>Spring Term 2005</th>
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<th>Wichita St. University</th>
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</thead>
<tbody>
<tr>
<td>Average term GPA for all students</td>
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<td>3.072</td>
</tr>
<tr>
<td>Average term GPA for transfer students</td>
<td>2.801</td>
<td>NA</td>
</tr>
<tr>
<td>Average term GPA for non-transfer students</td>
<td>2.591</td>
<td>NA</td>
</tr>
<tr>
<td>Average term GPA for CCCC transfer students</td>
<td>2.680</td>
<td>3.213</td>
</tr>
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</table>

Figure 1.5
In order to ensure that students graduating from Cowley's technical programs have attained the competencies required by their future employers, the Career Technical Education Department conducts periodic surveys of former students and their employers. Data from completed surveys indicate that it is very rare for any student to be rated below satisfactory in the skill areas addressed by the survey.

1R3 Teaching and Learning Process Results

A major process implemented in 2003, involves mandatory placement of students. The College tracks success of this process by looking at the success of students in successive courses.

The following programs have been developed and implemented within the last two years as a result of Cowley's teaching and learning processes: the Paraprofessional Educator Degree Program, Communications Program, CISCO Program, Web Site Production certificate, Airframe and Powerplant Program in Wichita, LPN/ADN program in cooperation with Pratt Community College, as well as the continued development of curriculum for online courses. In addition to the development of new programs, Cowley has enhanced several existing programs including the Computer Science Degree Program, expansion of the Career Technical Education Programs to the Mulvane Business Park, curricular revisions to the Automotive Technology program bringing it under NATEF certification guidelines, accreditation of the EMS/MICT programs by the Commission of Accreditation of Allied Health Education, and curriculum revision and inclusion of computer-aided instruction in developmental courses.

The increased integration of technology and innovative teaching approaches into all of the major curricular areas has been promoted by a focus on increased student learning. Many pilot opportunities have been made available through funds provided by federal grant programs. Overwhelmingly, the impact of these initiatives on student learning has been positive.

1R4 Comparative Results

Although the institution is aware that interpretation of comparative data can be challenging due to unique processes employed by individual institutions when identifying, collecting and defining institutional data, Cowley uses summary national and statewide statistics for public, two-year institutions as one basis for analysis when evaluating students' performance. The National Center for Education Statistics (NCES) website http://nces.ed.gov provides national student persistence and success averages. Integrated Postsecondary Education Data System (IPEDS) http://nces.ed.gov offers graduation rates for other community colleges in Kansas. In addition, the institutional reports referenced in 1R2 provide comparative data on the academic performance of the College's transfer students. CAAP results referenced in 1R1 allow the College to assess students' achievement levels in specific skill areas by comparing their scores to those of other community college students. Such data will provide a context for determining which academic areas should be targeted for improvements.

1I1 Improving Processes and Systems

Cowley's commitment to continuous improvement of processes and systems
for student learning is reflected in AQIP Action Project 3: Provide a quality education to students at all academic levels. The Project Team includes faculty, staff, and administration representing all areas of the institution. The College recognizes that student learning, while centered in the classroom, is influenced by many factors throughout the institution and across the campuses.

The AQIP Action Project 3 team coordinates efforts to improve student learning throughout the College. Team members serve as liaisons to other teams whose efforts contribute to learning processes and systems, including the Student Success Team, Outcomes Assessment Team, Academic Affairs Council, Title III Team, and Advisement Team. The liaisons communicate information between the AQIP Project Team and the respective support team. This model enables the Project Team to maintain an overview of specific action plans for the improvement of student learning and to provide guidance and support for those efforts.

1I2 Targets for Improvement

The AQIP Action Project 3 Team strives to set goals that are learning-centered and data-driven. The team reviews information provided by various reports and surveys to identify targets for improvement. For example, all College personnel have Intranet access to student success data. At this site, the user can request grade distribution by semester for the entire student body or for specific sectors of the student body (e.g., by gender, age, ACT score, campus, high school attended, etc.). This information allows Cowley to track trends and identify areas of concern. Other sources of information include the Noel-Levitz survey, Graduate Survey, student complete withdrawal data and comparative GPA reports from area universities. Additionally, the team reviews recommendations from government and accrediting agencies to which the college reports.

One of the areas targeted for improvement is early student notification of poor academic performance. This area was identified on the Noel-Levitz survey as a priority. Accordingly, the AQIP 3 Team requested that the Student Success Team address the issue. The team made a recommendation to the Vice President of Academic and Student Affairs that faculty be required to post grades at certain points in the semester and to utilize the online Student Academic Report system for any student with a grade below a “C.” Students have access to current grades by logging into Campus Connect through the Cowley website. The Vice President took the recommendation to the Academic Affairs Council for approval and communicated the requirement to all faculty. The feedback from this year’s Noel-Levitz survey, along with student success data, will be utilized to evaluate the effectiveness of the requirement.

Results and improvement priorities are communicated through the College website and internal publications. The action grids for all AQIP Action Projects, including improvement priorities and results, are accessible on the College’s Intranet. The information also is communicated at faculty and staff in-service sessions and Board of Trustee meetings.
At Cowley College, other Distinctive Objectives often include vigorous interaction with the community. Based on a core strategy of the institutional values, these distinctive programs provide college services to a broad range of stakeholders. They are integral to the successful function of the College as a learning institution. They are fully compliant with the mission of the College to be a student-centered school, committed to learning excellence and personal enrichment in an open access environment.

Cowley has identified four distinct objectives that fulfill the mission and provide a framework for institutional success. They are the Office of Alumni, Development and College Relations; Grants; Business and Industry; and the Athletics Program. Because each of the four objectives are so disparate, they will be explored below addressing each of the questions on Context (C), Process (P), Results (R), and Improvement (I).

1. Office of Alumni, Development and College Relations

2C1 Explicit Institutional Objectives in Addition to Helping Students Learn

The College Endowment Association assists Cowley and the advancement of public higher education by broadening the base of support and communication with private donors and public agencies. Through friend raising, advocacy, and fund raising efforts, the Foundation sustains the College with financial contributions for educational and cultural programs, and capital projects developed by the college community and approved by the Board of Trustees.

2C2 Distinctive Objectives Align With Mission, Vision and Philosophy

The Endowment Association, established in 1968 for the purpose of assisting the College in performing its mission, receives and administers private gifts, bequests and donations to benefit Cowley students and to enhance the quality of teaching and learning at the College. Gifts to the Association support programs and activities not funded through traditional sources. The Association assists in fund raising through annual and capital campaigns, special event fundraisers and planned gifts. By fulfilling its mission, the Association serves each component of the College mission and its Core Values.

The objective in each campaign is to assist the College in providing a quality education to students. The Association has established scholarships to help students fund their education. Huge increases in enrollment during the past 18 years have demanded new classroom and technology space. The Endowment Association has responded to aid in new construction and renovations to aging facilities that maintain a quality campus for use by students and the community.

2P1 How to Determine Other Distinct Objectives

In 1991, the entire campus, along with community members, participated in a study of the future needs of the College, resulting in a 20-year long-range plan. The plan has been closely followed, and housing has been purchased surrounding the campus as the homes became available to allow for campus expansion.
2P2 Communicating Expectations
Requests are generated through departments and councils and help create the institutional budget. Specific needs are communicated to the Endowment by the President and Trustees. All College employees have regular input of opinions and ideas through “BAM” (Business, Announcements and Miscommunications) meetings with the President. These meetings have resulted in many improvements to various areas of the College, including the Foundation.

2P3 Determining Faculty and Staffing Needs
Staff has been determined by demand through sharing the load with volunteer support staff according to the expertise needed and the event.

2P4 Assessing and Reviewing Objectives
Various campaigns are considered successful when they meet or exceed their goals. These goals include both financial attainment and relationship building. The Endowment Association Board and Staff, the Cowley College Trustees, and the President work together to review and adjust campaign objectives and goals.

2P5 Collecting and Analyzing Data
The amount of money raised, the number of contacts made to meet goals, and the overall campaign timeline all are reviewed monthly by staff. The data also is reviewed eight times a year with the Endowment Board and reported annually to the Cowley College Board of Trustees.

2R1 Results in Accomplishing Other Distinctive Objectives
The results of the Endowment Association efforts are apparent in the new and renovated facilities on campus, enhancement of campus programs, and the many scholarships awarded. There are 90 scholarships established with the Association that provide approximately $60,000 annually to students.

2R2 Results Compared to Other Institutions
Due to the varying nature of the Endowment Association’s goals, it is difficult to find comparative data.

2R3 Results Strengthen the Institution and Enhance Relationships
In addition to scholarships, the Association has created successful capital campaigns to build an arts, sciences, and technology building; a new classroom building; renovate the student center and the athletic building and other enhancements to the campus and programs.
Since it’s establishment, the Endowment Association has grown in membership, many of whom have been actively involved on councils, advisory committees and in other ways. These members have been key stakeholders in growing the Foundation from $583,358 in 1990 to $2,981,783 on June 30, 2005 (Figure 2.1). In addition, the Foundation has directed approximately $2 million in funds raised from campaigns to assist with new buildings and renovations.

2I1 Improve Process and Systems
Endowment systems are improved by having job targets, which show strengths and weaknesses, and by continuously listening and working with employees and the communities in which the College has a presence.
1. Improving and expanding the alumni database and reducing the number of mailings that are returned for an incorrect
address. The association is systematically researching addresses, with efforts being made to gain new addresses through a national database search and through inquiry in the Tiger Alumni Newsletter.

2. Improving the Association’s web page by adding significant information and the ability for donors to give on-line, making the gift process easier for donors.

3. Visiting with various departments in the College to determine needs in an effort to increase employee giving to the College to 100 percent.

4. One-on-one meetings with alumni outside of the immediate vicinity to further build friendships and interest with the College.

**2I2 Setting and Communicating Targets for Improvement**

Results and priorities are communicated through press releases, the Tiger Alumni News, which is sent to 13,000 alumni and friends, groundbreakings, campaign celebrations, correspondence, personal visits, etc.

**2. Institutional Grants**

**2C1 Explicit Institutional Objectives in Addition to Helping Students Learn**

Institutional grants are written by a number of support staff throughout the institution. They are responsible for researching availability, prioritizing needs, facilitating planning, and writing grants; including a plan for implementation, management and evaluation.

**2C2 Distinctive Objectives Align With Mission, Vision and Philosophy**

The grants fulfill the College’s mission in areas relating to being student-centered, committed to excellence and personal enrichment in an open access environment.

Cowley Core Values (1C2) are central to the determination of carrying out this objective, including creating a safe learning environment, providing an atmosphere of growth, and quality education.

**2C3 Distinctive Objectives Support or Complement Processes for Helping Students Learn**

Staff that perform grant-writing duties is fully supportive of the College’s student learning processes. Current grants engage students in learning centers and learning programs, provide tutoring, computer access, mentoring, and developmental level coursework.
2P1 How to Determine Other Distinct Objectives

Objectives are determined by the Vice President of Business Services and the Vice President of Academic and Student Affairs. Which grants will be sought is determined by assessed student and institutional needs, and grant and program infrastructure availability.

2P2 Communicating Expectations

Objectives are communicated internally at regular meetings that include a preview of upcoming grants, review of past grant programs, and short- and long-range planning for the future. Objectives are communicated internally via in-service and email, and externally via press releases and public service announcements.

2P3 Determining Faculty and Staff Needs Relative to Distinctive Objectives

Staff has been determined by demand through sharing the load with College support staff according to the expertise needed. A recent grant for student success involved current members who staffed the existing program working with the Director and Vice President of Academic and Student Affairs.

2P4 Assessing and Reviewing Objectives

The Vice President of Academic and Student Affairs and the Vice President of Business Services assess the success of each grant following its award or denial. Overall success is reviewed annually in a performance review. Readjustment is ongoing throughout the year. This can include new opportunities such as brand new grants as well as changes in institutional strategies as determined by the administration.

Certain measures are collected regularly. These include the amount of cost to the institution that each grant opportunity requires in matching dollars or infrastructure, the success rate of the applications, and the amount of dollars received for efforts. The Vice President of Academic and Student Affairs and the grant-writing staff analyze these measures annually and make adjustments as needed.

2R1 Results in Accomplishing Other Distinctive Objectives

The amount of grant dollars requested and received indicate success in accomplishing our distinctive objectives. Figure 2.2 shows grant dollars received over the past five years.

2R2 Results Compared to Other Institutions

Cowley has been successful in obtaining major grants, such as Title III and the TRIO programs, sought by other two-year colleges. Among others, the College was selected as the single Kansas agency to receive a National School-To-Work grant even before the state was funded; as well as a Technology Challenge Grant of $5.4 million.

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Figure 2.2
2R3 Results Strengthen the Institution and Enhance Relationships

Cowley has been strengthened by the grant writing process. Both students and community have benefited from these grants as many are in partnership with others such as K-12 schools, social service and recreational agencies, and area colleges and universities.

2I1 Improve Processes and Systems

The method for improving systems and processes is integrated into an annual review within the department. At that time, grant income, anecdotal information, institutional need, and budget are assessed, deficiencies noted, and modifications made.

2I2 Setting and Communicating Targets for Improvement

Current targets for improvement include expanding technology infrastructure and teacher education. External communication of results takes place through traditional marketing approaches. Internal communication takes place through meetings, emails, and in-services.

Due to data analysis and the 2004-2005 decline in grant dollars, the College decided to utilize a foundation search software to help in the location of grant opportunities.

3. Business and Industry

2C1 Explicit Institutional Objectives in Addition To Helping Students Learn

Cowley’s Workforce Development Center (WDC) has operated under a memorandum of understanding with the Workforce Alliance of South Central Kansas for a number of years. Workforce Alliance holds the federal contract with the U.S. Department of Labor. Workforce Alliances operate under a local board of directors, serving south-central Kansas counties of Sedgwick, Butler, Cowley, Harper and Kingman. As a contracting provider of the Workforce Investment Act, Cowley College, through partnership agreements, works with the state of Kansas, Kansas Department of Labor, Kansas Department of Commerce and other service providers to provide one-stop services to employers, employees and job seekers. Due to numerous changes in the Workforce Alliance organizational structure and changes at the state level the College made the decision not to renew the memorandum of understanding as a Workforce Development Center, but to remain an end provider of education. This decision was based on fiscal and performance effectiveness and efficiencies. This decision in no way lessens workforce initiatives and workforce development as a distinctive objective for the College. Rather, it changes the scope and focus and deepens our commitment to serving business and industry.

A Dean of Corporate Education has been hired to build a business performance operation at the Wichita Southside Campus. Monthly reports will be generated to show business and industry education activity in relation to expenses of the operation. The four major aircraft industries will be the primary first target market as the College develops educational opportunities for enhancement of skills and re-training of workers. Additionally, data will be gathered to determine what certificates and training for business and industry education can be created to benefit the market and create a unique niche in the market for the College. Another addition is the hiring of a Director of Business and Industry in partnership...
with a local bank that will be charged to develop a small business incubator for the county.

Cowley’s emphasis on business and industry education is uniquely qualified to offer adult basic education, GED or job retraining skills through the offering of degrees, certificates or custom technical training. Cowley College is also a provider of skill and assessment programs to help business and industry meet job skill needs.

2C2 Distinctive Objectives Aligned With Mission, Vision and Philosophy

Cowley’s commitment to business and industry education is one of the distinctive objectives of the College’s mission statement, including:

1. Academic and Personal Enrichment: through helping job seekers develop life skills to meet employer needs.
2. Support Services: through the normal course offerings of the College, job seekers can enroll in classes to further skill development or take advantage of services such as the Underground, Career & Assessment Center, or one of the TRIO programs.

2C3 Distinctive Objectives Support or Complement Processes for Helping Students Learn

Cowley is able through its business and industry education emphasis to offer services to assist job seekers such as resume writing, WORKKEYS assessment to measure performance, remedial training through Cowley course selections, or customized training by seminar or workshop. Many of the skills job seekers may have learned at the secondary school level may need further development to meet today’s employer needs. Utilizing programs like Cowley’s adult basic education can refine many of these skills.

2P1 How To Determine Other Distinct Objectives

Cowley’s business performance operation which includes corporate, business and industry education efforts and the development of a small business incubator uses several ways to determine objectives. Collaboration with B&I leaders, along with feedback from community members, provide the College with areas to offer training. These are discussed with the appropriate administrators, department chairs and directors to determine scope and focus.

Cowley’s former Workforce Development Center is a past Kansas Award for Excellence winner and this desire to strive for higher levels of achievement in quality performance and attention to benchmarking will be a high priority in the new vision and direction of our business performance efforts.

2P2 Communicating Expectations Regarding Distinctive Objectives

Business and performance organization will be guided by an advisory board, one for Wichita which will work with the Dean of Corporate Education and one in Arkansas City which will be driven by the partnership with the local bank.

2P3 Determining Faculty and Staff Needs Relative to Distinctive Objectives

Additional faculty and staff in the areas of corporate, business and industry education and training will be determined by data collected from these endeavors and market driven needs.
2P4 Assessing and Reviewing Objectives
The Dean of Corporate Education and the Director of Business and Industry work with the Vice President of Academic and Student Affairs, as well as other Cowley employees, including GED, TRIO and department chair personnel. Regular meetings with the Vice President encourage review and readjustment as needed. These are new positions, in addition to a business plan which is currently being designed as a guide. Once approved, data will be collected on a monthly basis on number of businesses contacted and number of people served. Data will also reflect the cost benefits of both of these efforts on a monthly basis.

2R1 Results in Accomplishing Other Distinctive Objectives
At this point there is no comparison data tracking business development trends as these are new efforts being developed. Future decisions will be influenced by national and regional market trends and occupational outlook data.

2R2 Results Compared to Other Institutions
No comparison currently exists with peer institutions due to the varying nature of these efforts at peer institutions. Benchmarking efforts with 2-3 institutions will be one of the new initiatives.

2R3 Results Strengthen the Institution and Enhance Relationships
Education and training provided by these efforts will strengthen the institution by creating an external revenue source outside of the traditional enrollment driven funding formula. The community and region will benefit from these efforts to provide educational opportunities to develop a better trained workforce. Cowley also provides assistance to employees who are laid off or have received notification of an impending lay off through on-site advising and re-training initiatives.

2I1 Improve Processes and Systems
Improvement of processes and systems for accomplishment of this distinct objective would be to develop a more efficient communication system between those personnel involved at the College in these efforts. Additionally, joint meetings of all involved in business and industry education will establish meeting dates once each month to review and improve processes and systems, review overall goals and successes. Data will be reviewed at this time and decisions made with regard to future scope and focus.

Regular reports will be provided to the President and the Board of Trustees.

2I2 Setting and Communicating Targets for Improvement
Communications externally are being strengthened by the efforts that invested in improving our marketing efforts and our involvement and cooperation with area chambers of commerce to strengthen communication with business and industry through this conduit. Current goals include strengthening the core efforts in business and industry education through the development of a “corporate college” and the development of a small business incubator for Cowley County.
4. Athletics

2C1 Explicit Institutional Objectives in Addition to Helping Students Learn

Cowley has made a commitment to provide quality athletic programs, while providing a quality education to student athletes. It also is the goal of the institution to have a high graduation rate and transfer rate among the student athletes, and to help exceptional athletes succeed in reaching the next level of athletic competition.

2C2 Distinctive Objectives Align with Mission, Vision and Philosophy

The athletic program is fulfilling the College’s mission in all areas relating to being student-centered, committed to excellence and personal enrichment in an open access environment.

Cowley’s Core Values are central to the determination of carrying out this objective, including providing an atmosphere of growth and quality education where teamwork is embraced; and where the importance of human relationship and diversity is emphasized.

2C3 Distinctive Objectives Support or Complement Processes for Helping Students Learn

The athletic program is fully supportive of student learning processes. Scholarships provide affordable education. The program also opens doors for students to develop socially in contact with a variety of people through community involvement.

2P1 How to Determine Other Distinct Objectives

Objectives are determined by the Athletic Director in partnership with staff, the College President and the Administrative Council.

2P2 Communicating Expectations Regarding Distinctive Objectives

Objectives are communicated internally at regular meetings that include a preview of upcoming events, review of events, and short- and long-range planning. Other methods of internal communication include in-services and email and externally via press releases and public service announcements.

2P3 Determining Faculty and Staff Needs Relative to Distinctive Objectives

Staff is determined by demand through sharing the load with college support staff according to the expertise needed. Feedback from coaches, instructors, students and other colleges is used to determine needs.

2P4 Assessing and Reviewing Objectives

The coaches, Athletic Director and supervisor assess the success measures that follow. Overall success is reviewed annually. Readjustment is ongoing throughout the year. This can include new opportunities such as seeking new recruits as well as changes in programming of events.

Certain measures are collected. They include students recruited to the program, number of conference, regional and national wins, athletes recruited to the next level, and graduation rates. Coaches and the Athletic Director analyze these measures and are working to develop a systematic use of the data.

2R1 Results in Accomplishing Other Distinctive Objectives

The Athletic Department is looking to identify specific goals and measurements.
2R2 Results Compared to Other Institutions
Cowley has not completed formal peer evaluation of the program.

2R3 Results Strengthen the Institution and Enhance Relationships Within the Community and Region
The athletic program strengthens the College because it has successfully raised FTE that has positively impacted institutional income. By acting as volunteers in the community, the athletes have participated in Big Brothers/Big Sisters, elementary school reading programs, academic teams, and community projects such as an annual pancake feed.

2I1 Improve Processes and Systems for Accomplishing Other Distinct Objectives
The method for improving systems and processes is integrated into an annual review within the athletic department. At that time, FTE, team and individual standings, institutional need, and budget are assessed, deficiencies noted, and modifications made.

2I2 Setting and Communicating Targets for Improvement
Current targets for improvement includes expanding the program in a variety of ways, such as developing AAU teams in the summer, and improving GPAs. External communication of results takes place through traditional marketing approaches. Internal communication takes place through student surveys, meetings, emails, and in-services.
Cowley College strives to collect feedback from its stakeholders. Understanding the needs of students and other stakeholders is important to any higher education institution. This information is used in planning for continuous improvement. Student needs are typically easier to identify than the broad needs of other stakeholders.

3C1 Student and Stakeholder Groups
COWLEY COLLEGE • June 2006

Cowley divides student and stakeholder groups into these categories: Current Students (including degree or certificate seeking students, non-degree seeking students, and special student populations), Prospective Students (including general education, vocational/training, and student athletes), and Other Stakeholder Groups (including government and taxpayers, community, College Board of Trustees, Board of Regents, parents, educational entities, and employers and businesses). College employees also are stakeholders; however, they are covered in Category 4. Codes are assigned for students at the time of enrollment based on student goals. This identifies the degree/certificate-seeking and non-degree-seeking students.

During the admissions process, various questions are asked, some of which help to identify special student populations. The other stakeholder groups are differentiated based on the role they play in the institution.

3C2 Short- and Long-Term Requirements and Expectations of Student and Other Stakeholder Groups

The chart, “Student and Stakeholder Groups with Requirements and Expectations” (Figure 3.1) offers explanation.

3P1 Identifying the Changing Needs of Student Groups and Acting on These Needs

Current students are grouped into four main categories: degree- or certificate-seeking, non-degree-seeking, special student populations and developmental.

Degree- and certificate-seeking students have varied needs, each determined by outside constituents. Transferability is key to the degree programs. Both student groups have needs that are determined by the transfer institution or other stakeholders (employers) that will be the recipients of the students. In order to maintain smooth transferability and to ensure that the College is providing needed course content, Cowley has been participating in yearly core competency meetings with the other regent institutions (two- and four-year), to discuss course content and transfer issues. Student groups are further analyzed based on placement assessments and ACT scores, which are used to determine course readiness and help to identify the students needing remediation. Special student populations’ needs are determined at an individual level through the Disability Services Coordinator, International Student Advisor, IMPACT, and other entities. Concurrent students’ needs are determined in conjunction with the area USDs and the KBOR.

Student needs also are determined using a variety of feedback mechanisms. The on-line form requests information such as degrees or majors of interest. If a prospective student comes to the campus to apply for admission or for a
### STUDENT AND STAKEHOLDER GROUPS

<table>
<thead>
<tr>
<th>CURRENT STUDENTS</th>
<th>REQUIREMENTS AND EXPECTATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree/Certificate-Seeking Students</td>
<td>Available classes</td>
</tr>
<tr>
<td>Program Completers</td>
<td>Transferability of coursework</td>
</tr>
<tr>
<td>Transfer</td>
<td>Relevance of coursework to employment requirements</td>
</tr>
<tr>
<td>Non-Degree-Seeking Students</td>
<td>Effective academic advising</td>
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<tr>
<td>Lifelong Learning</td>
<td>Instructional effectiveness</td>
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<tr>
<td>Job/Skill/Personal Enrichment</td>
<td>Current and adequate facilities, technology, and equipment</td>
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<tr>
<td>Business and Industry Training</td>
<td>Current and accessible library materials</td>
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<tr>
<td>Guest Students</td>
<td>Learning support services and resources</td>
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<tr>
<td>Special Student Populations</td>
<td>Timely, clear, and accurate information</td>
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<tr>
<td>Non-Traditional</td>
<td>Successful and quick registration</td>
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<td>Special Needs</td>
<td>One-stop service for essential functions (admissions, registration, financial aid, business office)</td>
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<tr>
<td>Concurrent</td>
<td>Varied time and date offerings of courses</td>
</tr>
<tr>
<td>International</td>
<td>Positive institutional image</td>
</tr>
<tr>
<td>At-Risk</td>
<td>Continuing learning opportunities</td>
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<td>Developmental</td>
<td>Effective placement testing</td>
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### PROSPECTIVE STUDENTS

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<th>PROSPECTIVE STUDENTS</th>
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<td>Career/Technical Education</td>
<td>User-friendly application process</td>
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<td>Student Athletes</td>
<td>Ease of admissions process</td>
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<tr>
<td>Customized Training</td>
<td>Available courses</td>
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<td>Financial Aid/Affordable tuition</td>
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<td>Attractive and user-friendly web site</td>
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### OTHER STAKEHOLDERS

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<td>Government and Taxpayers</td>
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<tr>
<td>Legislators</td>
<td>Fiscal responsibility</td>
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<td>Government Agencies—Federal, State, Local Community</td>
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<td>Alumni/Friends</td>
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<td>Academic Partners</td>
<td>Healthy enrollment</td>
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<td>Enthusiastic support of college initiatives</td>
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<tr>
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<td>Connections with other alumni and faculty</td>
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<tr>
<td></td>
<td>Opportunities to give back to the college through donations, time, mentoring, etc.</td>
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<tr>
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<td>Safe campus</td>
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<tr>
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<td>Affordable education package</td>
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<td>Academic Integrity</td>
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**Figure 3.1**
personal tour, they are given an evaluation form to fill out about their campus visit experience. These evaluation forms are reviewed by the Admissions Office and the Dean of Enrollment and Retention Services. Prior to completing an application, many other scenarios might have occurred, such as high school visits, campus days, coach contacts, e-mailings, print mailings, phone calls, etc. These results may not be formally documented but are invaluable information-gathering processes that help identify needs.

During the enrollment process, other documentation is collected related to student needs. Formal documentation of needs is gathered through ACT scores, IEPs from public secondary schools, COMPASS tests (college administered placement tests), FASFA (financial aid information), and business office paperwork, including payment arrangements and housing applications. Most divisions on campus conduct annual and semi-annual surveys that ask questions about the quality of the services and the customer satisfaction. Surveys are used in the Admissions Office, bookstore, Financial Aid Office, Business Office, and with orientation. For some activities, such as parent participation in New Student Orientation, parents also are surveyed. Advisors and the Director of Testing and Career Services work together to revise placement scores to ensure relevancy. In addition to the local surveys administered, Cowley also participates in the Noel-Levitz Survey (Figure 3.2).

Course satisfaction is evaluated by conducting classroom evaluations twice
throughout a semester (early feedback and end-of-semester forms). Instructors also must fill out computerized Student Academic Reports (SAR) on students who become academically at-risk (based on grades and attendance). Both the student and the advisor receive an academic report. It is mandatory that advisors follow up on academic reports with their advisees. On-line students also are required to fill out an on-line evaluation form at the end of their course.

Campus life is an area where student needs are always changing. Although a positive, active campus life may not be the number one priority of any higher education institution, it is a very important piece of the college experience. Cowley takes a progressive approach, exposing students to many positive options throughout their stay. The College has a very involved Dean of Student Life who works closely with student organizations and offices to enhance student life. An active Student Government Association (SGA) and campus clubs and organizations provide activities to enhance student life outside of the classroom. SGA meets regularly and solicits input from students about what type of activities to conduct. The most formal method of assessing college-sponsored events is by taking attendance.

Advisors have one-on-one time with students to personally discuss options and interests. The Title III program and the creation of the Underground focus primarily on instructional and academic support to all students. The Underground coordinates a variety of academic assistance programs, including tutoring, supplemental instruction, computer access, Internet access, testing, and career services. The Academic Success Center (ASC) at SSEC provides similar services to off campus students. The development of an online writing lab is currently in the pilot stages as a result of the Title III Grant. The tutoring services are free and available to all students and assessed regularly, both by subject inclusion and hours. As distance learning enrollment continues to increase, Renn Memorial Library strives to ensure that students both on and off campus have access to quality academic resources.

In direct response from student feedback, a Student Life Counselor position was created in 1999. The counselor provides professional mental health services designed to support students in the effective management of educational and personal challenges. All currently enrolled students of the College are eligible for services, which include counseling, assessment, referral, education, and crisis intervention. There is no charge for services, and all services are confidential.

**3P2 Building and Maintaining Relationships With Students**

Relationships with prospective students are built through a variety of ways. They include college admissions representatives visiting local high schools, established campus days at the College, established Principal Counselor Days, print mailings, e-mails, phone calls, campus tours given by admission representatives, student ambassadors, or coaches, and personal discussions with parents, either with admissions representatives, coaches, or activity directors. Coaches often attend high school sporting events and meet with possible recruits. The Cowley website also is used for recruitment, and the College webmaster is devoted to creating and maintaining an attractive, user-friendly web site that is appealing to prospective students, current students, parents, alumni, and the community.

Within the College are two federally-
funded programs that work with prospective students. These are the PEAKS and Upward Bound Programs. These programs meet regularly with their participants through planned events and school visits.

PEAKS is an Educational Talent Search (ETS), federally-funded TRIO program. The main purpose of ETS is to identify and assist students who have the potential to enter and succeed in postsecondary education (college or vocational/technical school). Educational Talent Search provides the services of professional, trained staff members to help students make these critical choices. This program serves students in middle school and high school, as well as those students seeking a GED or wanting to return to school (high school or college). These middle and high school students benefit from regular meetings and college-assigned tutors throughout the school year. They also have a variety of fun, recreational activities to take part in during the school year and during the summer.

Upward Bound, another federally-funded grant program, serves students who have completed the eighth grade but who have not yet entered the 12th grade. Upward Bound students must commit to preparing themselves for postsecondary education before being accepted into the program. In return, Upward Bound provides participants with a wide range of free services, including tutoring, counseling, classroom instruction, college and career guidance, and improvement of their academic skills and their motivation and determination to pursue a postsecondary education. Program participants with any grades of a C or below are required to attend tutoring. There also are two Saturday Academies per month throughout the school year, as well as a six-week Summer Excellence Camp. Parents are encouraged to become active in Upward Bound. Upon completion of high school, Upward Bound participants will make the transition to college by taking part in the Summer Bridge Program and earning up to six hours of college credit at no expense to themselves or their families. Students also will live in the dormitories during that time.

For current students, relationships are built through a variety of college processes. The process of enrolling involves direct contact and communication with the Director of Testing and Career Services, an assigned advisor based upon student major, financial aid assistants, business office assistants, bookstore staff, and dorm managers. At New Student Orientation 2004, the College implemented a new mentoring system known as Cowley Compass. The Cowley Compass program is based on the philosophy that students who feel a sense of belonging in their campus community are more successful in obtaining their academic goals. Through this volunteer program, students are matched with a Cowley administrator, faculty or staff member who will be the students’ guide (or compass) during the orientation class. The Compass leader also will serve as an informal mentor during the school year. The goal of the program is to provide students with one other person, in addition to their teachers, advisors and coaches, who can provide support and encouragement during their time at Cowley. Any College employee (administration, faculty, or staff) can sign up to be a Compass or group leader to a small group of new students. More than 400 students were enrolled in Orientation. Compass leaders met with their groups a few times throughout the Orientation day, facilitating activities and making a personal connection with each student. The students were then encouraged to...
Strong student retention is a major goal of the College. Cowley promotes a relatively small class size, which generally means more individual attention and fosters relationship building. Student Academic Reports based upon grades and attendance, are regularly submitted by the instructor to the student and to the student’s advisor. Advisors follow up on the Academic Reports with their advisees. Students visit with their advisors to enroll, drop or add a course, discuss transferability, and other issues. Instructors provide their students with a listing of office hours along with the class syllabus. Office hours also are posted outside instructors’ doors. The College offers free tutoring services to any Cowley student.

IMPACT students work closely with the program’s personnel to develop a Personal Success Plan. IMPACT is a federally-funded, Student Support Services TRIO grant designed to assist eligible students in successfully reaching their goal of graduation from Cowley College. IMPACT students must be planning to graduate from Cowley with a degree and show an academic need for services. Besides meeting these criteria, the students also must meet one of the following situations: be a first-generation college student (neither parent graduated with a bachelor’s degree), meet specific income guidelines, or have a documented disability (learning or physical). The IMPACT-assigned advisor may make referrals to a variety of IMPACT services and other campus resources. In addition to the services an IMPACT student receives, students also are invited to planned activities, events, and trips throughout each semester.

The Disability Services Program, formerly known as the ADA Office, provides accommodations for students with a documented disability. Services include books on tape, note takers, tape recorders, readers, mobility aides, interpreters (deaf or hard of hearing), transcribers, alternative testing, and placement testing accommodations. The Disability Services Program coordinator works with students who have a documented disability and want intervention.

The Student Life Counselor is available for students to talk to in a confidential, one-on-one environment. Cowley also employs a full-time Director of Health Services who is able to provide a variety of services, including treatment for minor illnesses, emergency care, health testings, or informative talks or literature, etc. Most services are available free of charge.

Developing a relationship with a student who only takes on-line classes is one of the College’s newest challenges. However, current contact information is gathered immediately, and the information is made accessible to both the instructor and to the Director of Distance Learning. Instructors also stay in contact with their on-line students through e-mail, phone calls, etc.

There are various clubs and organizations on campus that allow students and college personnel to meaningfully interact in a non-classroom setting. Many of the activities that are featured seek both student and staff involvement. One example is the annual Puttin’ On the Hits, which is a lip-sync contest with both student and staff acts. This show is always one of the most-attended performances on campus, averaging 600-800 people. Cowley’s very active Student Government Association members serves to supply input to various college committees. Fun activities are planned throughout the semester that all students are invited to partici-
participate in, such as the Back to School Bash, Homecoming Week activities, Spirit Days, Spring Fling, Movie Night, Bowling Night, and Turkey Bowling. Intramural sports are hosted by the Student Life Department, and are always popular. These fun sporting events involve both college personnel and students.

Another very successful program at Cowley is the Adopt-A-Player Program. This program is designed to make out-of-city athletes feel at home. Anyone within the community can participate in this program. Families are paired with an (or a few, depending upon their choice) athlete whose home is outside a 75 mile radius of the College. The family’s responsibility is to invite the student to their house for dinner or family activities once in awhile and to support the student at their athletic endeavors whenever possible. Many College employees are “foster parents” to student athletes. The College encourages employee support at all college activities. Employees are granted free passes to most athletic events and cultural arts performances.

Many students must work while attending school. Workstudy positions allow students to work in various college offices and departments and are another way that the College develops relationships with students. The student earns money and often develops close relationships with other Cowley employees. Another less obvious way of making a positive impact on campus life is the amount of time, effort and care that goes into maintaining the College grounds and facilities. The grounds are always kept attractive, manicured, and safe. Dorms also are kept clean and regularly maintained. Students report any problems to their dorm manager, who either fixes the problem or reports it to the maintenance department.

**3P3 Identifying Changing Needs of Key Stakeholder Groups**

The College has identified several key stakeholder groups, including prospective students, government and taxpayers, community, the Cowley Board of Trustees, the Kansas Board of Regents, parents, educational entities, and employers and businesses.

Parents are invited to attend New Student Orientation with their children who are enrolling at Cowley for the first time. There are several sessions specifically for parents that address topics of interest to guardians. Parents also are given an evaluation form to fill out at the end of the day to rate their experiences on campus. Cowley graduates are given a graduate survey. Success rates of Cowley students are measured at select universities such as Wichita State University and Emporia State University.

Pertaining to feeder schools, prospective student needs are determined through direct communication with high school counselors, providing insight about secondary school needs. High school counselors also are invited to visit the campus once a semester for counselor/student sessions. During these sessions, counselors can meet with their previous high school students and discuss various issues, including college transition.

The needs of taxpayers and those of governing boards are determined by college administrators and board members who attend state and national meetings to keep current with legislation, funding, and reform. Each board member is assigned a college e-mail account. Likewise, all college employees also have college-assigned e-mail accounts. Through the e-mail system, everyone, including board members, are able to stay current with college happenings and
events. Through this direct communication, board members truly do have a sense of what is going on at the College on a daily basis. Board members also are invited to all college functions such as the annual college Christmas party.

Employer and business needs also are strongly sought and recognized through Advisory Councils. Community needs are determined through feedback from formal and informal correspondence with the Board of Trustees, administration, faculty and staff. The College sponsors community breakfasts that provide a time for sharing the College ideals and direction and seek community feedback and concerns. A community survey is conducted every two years.

Transfer institution needs are varied, based upon the institution. Communication between the registrar and the transfer institutions gives input into the transferability of courses and programs. In addition, correspondence with transfer students, reported in the Program Review, gives departments feedback regarding possible transfer issues.

3P4 Building and Maintaining Relationships With Key Stakeholders

The College strives to develop a strong relationship with the community and accomplishes this in various ways with lifelong learning opportunities. The outreach to the community is evident by offering several non-credit classes for personal enrichment and growth, including providing an up-to-date health and wellness center that is open to the community for a minimal fee, and through the creation and ongoing offerings of the popular Institute of Lifetime Learning for men and women age 50 and older. Another important outreach by the College is the opportunity for the public to reserve some of the beautiful college facilities such as the Earle N. Wright Community Room inside the Brown Center.

Communication is a key ingredient in any relationship. Much of Cowley's communication to key stakeholders is in the form of publications. Cowley's web site is updated regularly. Important information, current happenings, news releases, contact information, and future events can all be found on the College's home page. The College journalism department prints The Cowley Press, which is sent to many county residents and various high schools across the state. The Development and Public Relations offices print a high-quality newsletter called The Tiger Alumni News that is sent to more than 13,000 college alumni. Both the newspaper and the alumni newsletter can be found online as well as in print. Cowley's athletic department began a Tiger Athletic Hall of Fame in 2000. Each year, new inductees are accepted into the Hall of Fame. A banquet and ceremony are held each year to celebrate the new inductees as well as those who have previously been honored. The city newspaper helps spread the "college word." It often features noteworthy college events and sports. The Advisory Councils also use newsletters and mailings as a way of building relationships.

3P5 Determining if New Student and Stakeholder Groups Should be Addressed Within Educational Offerings and Services

All services and offerings of the College must meet the school's overall mission. Often, community issues might dictate a certain path to follow. For instance, within Cowley County, several industries closed within a short period of time in the mid-1990s (Binney & Smith Crayola plant, Total Petroleum Refinery, and Winfield State Hospital & Training Center). Suddenly, a large number of
unemployed people sought new training, job skills, and a formal education. The College took an active role to assist these displaced workers through the Workforce Development Center. The WDC was a joint initiative of the Kansas Department of Human Resources and Cowley College. Its function was to work with state and federal agencies and local organizations to serve the community by developing an integrated workforce that is prepared for future changes.

Another example of meeting changing community needs occurred when a new meat packing plant began operations in Arkansas City. With it came an influx of non-English-speaking residents to the community. The College, as well as several other organizations in town, now offers English as a Second Language courses. Students’ needs and wants often influence offerings. During the past five years, there has been a drastic increase in the number of developmental students enrolled at the College. The College has committed several resources to increase student success. Cowley has devoted fiscal and human resources from the faculty and Title III grant to develop alternative methods of delivery, competency-based learning, and computer-aided instruction to increase student success and promote student retention.

The College recently partnered with Pratt Community College to provide a Licensed Practical Nurse and Associate’s Degree in Nursing program. This is in response to both student demand and community need to provide qualified health care providers for the community and job retraining and health care career options for students.

For a new program or course to be offered, the Board of Trustees, the President, and the administration must agree that the offering is both needed and would be cost efficient. Economic trends, predictions, and impact are examined. The College’s Strategic Plan allows for input at every level. Each department is responsible for prioritizing its needs. The needs can be financial-related or otherwise. These shared needs and visions are then reported to the next appropriate level, which then presents the needs to the Administrative Council. After the council’s approval, the next step is Board of Trustees approval.

3P6 Collecting, Analyzing and Communicating Complaint Information From Students and Stakeholders

The College website offers a way of providing feedback to the President 24 hours a day, seven days a week. The feedback can be given anonymously or with identity. Advisors have a vested interest in each one of their advisees. Advisors often serve as liaisons between students and administration. If, for any reason, a student is not satisfied with their current advisor, they can request a different advisor by filling out the proper “Change of Advisor” form.

Students also have an open-door policy with the Dean of Student Life and the Vice President of Academic and Student Affairs. The College also has a policy for student grievances that appears in its entirety in the student handbook. In summary, a student has 14 days to appeal an action with the following procedure: discuss the problem with the Dean of Student Life. During the discussion, the aggrieved person shall seek to resolve the matter informally. If the aggrieved student is not satisfied with the disposition of the grievance at Level One, the student may submit the grievance in writing to the Student Affairs Council. The council
will meet in an effort to resolve the grievance and submit a decision in writing to the student.

3P7 Determining Student and Stakeholder Satisfaction

Cowley conducts many internal surveys. Standard classroom evaluations are conducted regularly. Most departments on campus conduct their own customer satisfaction surveys. Some of the local surveys include Admissions, Employer Needs, Workforce Development, Career/Technical Students, Dorm, Business Office, Accounts Payable, Tutor, Food Service, Graduate, Orientation, Parent Survey at Orientation, and Bookstore survey. In addition to the Cowley surveys, the College participates in national assessments. The College utilizes the Noel-Levitz Student Satisfaction survey and uses the data in many decision-making processes (Figure 3.2).

3R1 Results for Student Satisfaction With Performance

The bookstore located on the Arkansas City campus, conducts annual surveys to help it gauge its overall customer service (Figure 3.3). One of the results coming from the 2002 survey was the bookstore opening a half-hour earlier (7:30 a.m.) for customer convenience. The Admissions Office also conducts customer service surveys with prospective students (Figures 3.4 and 3.5). The data indicates a steady improvement in a variety of areas.

3R2 Results for Building Relationships With Students

Student satisfaction levels are slightly easier to measure than relationships. Numerous other measures can be taken and inferred upon relationship building. The Underground usage reports (Fig. 6.6) indicate that the attendance in usage and scheduled tutoring times continue to rise. Usage reports for service areas such as the library, financial aid, health services, disability services, and student life also continue to rise as does the overall FTE of the school. However the surveys that are conducted seek information about satisfaction levels, not quality relationships. Therefore no concrete numbers regarding relationships will be given in this section. Data results will be based on perspectives of friendliness and courteousness. It can be noted here that every year as graduation looms, it is very common to hear the phrases “I wish Cowley were a four-year school” and “I really hate to leave this place.” This type of behavior is probably a very good indicator of the type of relationships that are continually built at Cowley.

The Cowley Adopt a Player program currently has 98% of the athletes assigned a foster family.

<table>
<thead>
<tr>
<th>Phone/Mail contacts:</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>I received helpful information by phone or mail.</td>
<td>21</td>
<td>9</td>
<td>10</td>
<td>0</td>
<td>2</td>
<td>26</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Campus visits:</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>I received the information/help I needed.</td>
<td>41</td>
<td>11</td>
<td>5</td>
<td>4</td>
<td>2</td>
<td>6</td>
</tr>
</tbody>
</table>

| Staff members were able to answer my questions quickly and accurately. | 37 | 15 | 5 | 3 | 3 | 6 |

5=Strongly Agree  4=Somewhat Agree  3=Neutral  2=Somewhat Disagree  1=Strongly Disagree  0=Not Applicable

Figure 3.3
3R3 Results for Stakeholder Satisfaction

In addition to student survey’s, the College strives to collect feedback from internal customers. Figure 3.3 shows a sample of the Bookstore Internal Survey for spring 2004. Academic departments at the College annually conduct surveys of their respective advisory committees to ensure that the program is meeting and/or exceeding expectations. Figure 3.6 shows comparative data for two departments.

3R4 Results for Building Relationships With Key Stakeholders

Figure 3.6 shows results from Advisory Council Surveys regarding relationships with stakeholders.

3R5 Results Compared to Peer Institutions

Many of the in-house stakeholder surveys currently being used are not normed, with the exception of the Noel-Levitz (Fig. 3.2).

<table>
<thead>
<tr>
<th>ADMISSIONS OFFICE INTERNAL CUSTOMER SERVICE SURVEY</th>
<th>Spring 2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rate your overall visit with the Admissions Representative</td>
<td>Excellent 89%</td>
</tr>
<tr>
<td>Rate the meetings you had with an instructor or coach</td>
<td>Excellent 87%</td>
</tr>
<tr>
<td>Rate your tour guide</td>
<td>Excellent 87%</td>
</tr>
<tr>
<td>Rate the Admissions Representatives</td>
<td>Excellent 100%</td>
</tr>
<tr>
<td>Rate the Student Ambassadors</td>
<td>Excellent 84%</td>
</tr>
<tr>
<td>Did your visit make a difference in your college choice?</td>
<td>Excellent 78% Yes</td>
</tr>
</tbody>
</table>

Note: 185 evaluations were returned

Figure 3.4

<table>
<thead>
<tr>
<th>ADMISSIONS OFFICE INTERNAL CUSTOMER SERVICE SURVEY</th>
<th>Spring 2003</th>
<th>Spring 2004</th>
<th>Spring 2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rate the friendliness of the secretary</td>
<td>Excellent 92</td>
<td>Good 7</td>
<td>Fair 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Excellent 95</td>
<td>Good 3</td>
<td>Fair 0</td>
<td>Poor 0</td>
</tr>
<tr>
<td>Excellent 94</td>
<td>Good 4</td>
<td>Fair 1</td>
<td>Poor 0</td>
</tr>
<tr>
<td>Rate the length of your wait</td>
<td>Excellent 82</td>
<td>Good 15</td>
<td>Fair 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Excellent 83</td>
<td>Good 14</td>
<td>Fair 0</td>
<td>Poor 0</td>
</tr>
<tr>
<td>Excellent 86</td>
<td>Good 11</td>
<td>Fair 2</td>
<td>Poor 0</td>
</tr>
<tr>
<td>Did your visit make a difference in your college choice?</td>
<td>Yes 75</td>
<td>No 10</td>
<td>Undecided 15</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes 78</td>
<td>No 9</td>
<td>Undecided 13</td>
<td></td>
</tr>
</tbody>
</table>

Figure 3.5
3I1 Improving Current Processes and Systems

The results from the various surveys are analyzed by the appropriate department, committee or board. If deficiencies are noted, the responsible party will then make a plan for improvement to take to the Academic Affairs or Administrative Council.

3I2 Setting Targets for Improvement

Based on the Noel-Levitz survey, the Arkansas City campus satisfaction level and understanding of library resources

<table>
<thead>
<tr>
<th>ADVISORY COMMITTEE SURVEYS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natural Science Department</td>
</tr>
<tr>
<td>I have adequate contact with program representatives.</td>
</tr>
<tr>
<td>Program representatives request my input.</td>
</tr>
<tr>
<td>Advisory committee recommendations or suggestions are implemented.</td>
</tr>
<tr>
<td>The program curriculum is relevant in today's industry.</td>
</tr>
<tr>
<td>The program is meeting the needs of the community.</td>
</tr>
<tr>
<td>There is adequate market demand to support graduates of the program.</td>
</tr>
<tr>
<td>The program is marketed effectively.</td>
</tr>
<tr>
<td>The program facilities are adequate to meet course and program objectives.</td>
</tr>
<tr>
<td>The program equipment is adequate to meet course and program objectives.</td>
</tr>
<tr>
<td>The program technology is adequate to meet course and program objectives.</td>
</tr>
<tr>
<td>Humanities Department</td>
</tr>
<tr>
<td>I have adequate contact with program representatives.</td>
</tr>
<tr>
<td>Program representatives request my input.</td>
</tr>
<tr>
<td>Advisory committee recommendations or suggestions are implemented.</td>
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<td>The program equipment is adequate to meet course and program objectives.</td>
</tr>
<tr>
<td>The program technology is adequate to meet course and program objectives.</td>
</tr>
</tbody>
</table>

Figure 3.6 AQIP Systems Portfolio Category Three
was average. However, the off-campus satisfaction/understanding was comparatively low. The College has one library, and it is located on the Arkansas City campus. Students who do not have physical access to the library do not feel connected with the library or feel the services are adequate. The majority of students attending the Arkansas City campus who do enter the library generally use the on-line resources versus the print material. The College has off-campus accessibility for the library databases, therefore, all students should have equal access. However, one could assume that based upon the survey results, off-campus students do not know about the resources or do not feel comfortable using them.

A strong effort has been made to market library resources to students attending an outreach center. This involves mandating a freshman orientation library assignment and posting library database passwords on widely-used (and secure) programs such as Campus Connect and WebCT. The plan also was made to host more library orientation sessions for instructors, including those who teach as adjunct faculty.

Another example of survey-generated results is the assigning of advisors at outreach center locations. Originally, students could meet with any advisor who was available. This resulted in a fragmented type of service. The Admissions Department and Advisement Team revamped the service and began assigning an advisor to each student. Survey results indicate that both the students and the staff are happier with the results.

Administrators take the results of the surveys seriously. If there is an area that indicates a decline or lower-than-average ranking, a plan of action and research is devised. This plan may involve a few key players or an entire college effort. Every employee is required to meet with their supervisor annually and complete a job target. The job target focuses on areas of professional developmental improvement.

Communication is varied. Departments hold regular meetings. Faculty have mandatory in-services throughout the semester. Likewise, staff have one day each semester when offices are closed and all employees meet for in-services. Faculty and staff meet jointly at the beginning of the fall semester for an overall general session where pertinent information is shared. On a more informal level, the College has an e-mail system with various list-serves. Relevant information can be shared with all employees at every location or just those in a particular department. Besides the College web site, there also is the Intranet which is username/password protected. It hosts valuable information, including Mission Statement, Core Values, policies, calendars, forms, and much more.
Cowley College has many dedicated faculty, staff and students that call the institution home. The College has shown, through recognition, professional development opportunities, and job benefits, the level of commitment to valuing people. Cowley has an active professional development team and has made valuing people one of the four AQIP Action Projects.

**4C1 Organizing the Work Environment, Activities and Job Classifications to Strengthen the Focus on Student Learning**

College employees are hired based on meeting defined job qualifications. Job descriptions accompany all positions. Full-time faculty are employed under a Master Agreement, which is a negotiated agreement every two years. All other employees work under a letter of employment, with the exception of members of the administrative team, who are employed by the Board of Trustees on two-year contracts.

**4C2 Key Institutional and Geographic Factors**

Cowley’s Arkansas City campus is both a residential and commuter campus and is located in a small rural community in south-central Kansas. General education and career/technical classes and programs are taught, primarily by full-time faculty. The College has an outreach commuter campus 50 miles to the north in a metropolitan area which opened in fall 1995 and currently accounts for half of the College’s enrollment. The College has five other outreach centers located within a 50-mile radius of the Arkansas City campus that house allied health, general education classes, and career-technical programs. There is a much lower ratio of full-time faculty and staff at all of the College’s outreach centers.

The College employs a much higher ratio of adjunct faculty and more part-time employees at its outreach centers. Adjunct faculty are primarily used to teach at these sites and are more readily available in a larger metropolitan area.

**4C3 Analyzing Demographic Trends**

Cowley’s employee retention is very high, with lower than a .05 percent annual turnover rate. During the next five years, the College, like many other institutions, will be facing several retirements from its administrative team, faculty and staff, but not the magnitude of retirements it will face when its Baby Boomer generation of employees reaches retirement age. Cowley’s ratio of employees with regard to gender has seen marked improvement during the last decade as a result of recommendations from a North Central study, which suggested that the College increase the number of female administrators, faculty and staff. The ethnic diversity of the College’s administration, faculty and staff is a concern, which is reflected in its current workforce of 4 percent non-white employees. Due to geographic location of the Arkansas City campus, it is often difficult to attain a diverse ethnic workforce. The College will continue to strive to improve its processes and seek diversity in its workforce and develop a succession plan.
4C4 Key Training Initiatives

Cowley’s current AQIP Action Project 4 is to “plan and implement an employee professional development and mentoring system,” indicates the College’s commitment to professional development for all College employees. Examples include supervisor training, Cowley Leadership Academy, Summer Academy of Instructional Technology (SAIT), Cowley Adjunct Faculty Boot Camp, Fall and Spring In-Services and Orientation, New Employee Orientation, and professional development workshops for administrators, faculty (both full-time and adjunct) and staff that is offered throughout the year. The next initiative to be developed by the AQIP Action Project 4 team is to design a mentoring system for both faculty and staff. An example of the professional development offerings viewed through Campus Connect can be found in Figure 4.1.

4P1 Identifying Specific Credentials, Skills and Values Required of Employees

Supervisors write a job description detailing the specific credentials (both those required and desired), the skill set and the duties of the position in collaboration with other colleagues. Core Values have been established by the College, and during the interview process, questions may be asked to determine a prospective employee’s personal alignment to these values.

Hiring Processes

The Director of Human Resources prescreens applicant resumes for minimum requirements before a copy of the application is given to the chair of the interview team for that position. The chair of the interview team chooses members to review resumes, selects applicants to interview, and participates in the interview process. The team asks specific questions in a face-to-face interview, including job-specific questions and behavioral questions with regard to previous job experience, of all the candidates. For faculty positions, the candidate is required to conduct a classroom demonstration, in addition to the regular interview questions. For administrative interviews, applicants are asked to provide portfolios and respond to problem-solving case studies demonstrating writing and decision-making skills, in addition to the face-to-face interview. The chair of the interview team or the Director of Human Resources checks references. The applicant then is recommended to the administrator who supervises that department. The administrator sends the recommendation to the President, and the President takes it to the Board of Trustees.

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Time</th>
<th>Days</th>
<th>Location</th>
<th>Instructor</th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCD7014 CC01</td>
<td>INTRO. TO PALM PILOTS</td>
<td>1:00PM - 3:00PM</td>
<td>R</td>
<td>TBA</td>
<td>SCHOON MICHELLE</td>
<td>1/06/2005</td>
<td>1/06/2005</td>
</tr>
<tr>
<td>NCD7026 CC02</td>
<td>POWERPOINT FACILITATED WORK SESSION</td>
<td>9:00AM - 10:55AM</td>
<td>F</td>
<td>KTB111</td>
<td>OLESON JOLYNNE</td>
<td>1/07/2005</td>
<td>1/07/2005</td>
</tr>
<tr>
<td>NCD7027 CC01</td>
<td>COWLEY NETWORK CLASSROOM ISSUES</td>
<td>11:00AM - 12:30PM</td>
<td>F</td>
<td>TBA</td>
<td>MARLOW CLINTON</td>
<td>1/07/2005</td>
<td>1/07/2005</td>
</tr>
<tr>
<td>NCD7030 CC01</td>
<td>SYLLABUS WRITING</td>
<td>6:00PM - 8:00PM</td>
<td>M</td>
<td>BC201</td>
<td>WATKINS LEARTA</td>
<td>1/10/2005</td>
<td>1/10/2005</td>
</tr>
<tr>
<td>NCD8002 CC01</td>
<td>ADJUNCT INSTRUCTOR ORIENTATION</td>
<td>6:00PM - 7:30PM</td>
<td>R</td>
<td>KTB115</td>
<td>HOLMES ANGELA</td>
<td>1/11/2005</td>
<td>1/11/2005</td>
</tr>
<tr>
<td>NCD7033 CC01</td>
<td>PRESENTATION STYLES</td>
<td>9:30AM - 11:30AM</td>
<td>F</td>
<td>KTB115</td>
<td>HOLLAND ANGELA</td>
<td>1/14/2005</td>
<td>1/14/2005</td>
</tr>
<tr>
<td>NCD7002 CC02</td>
<td>CTE/CLASSROOM PERF SYS/CLICKERS1</td>
<td>1:00PM - 3:00PM</td>
<td>F</td>
<td>BC137</td>
<td>STAFF</td>
<td>1/21/2005</td>
<td>1/21/2005</td>
</tr>
<tr>
<td>NCD8002 CC02</td>
<td>ADJUNCT INSTRUCTOR ORIENTATION</td>
<td>6:00PM - 7:30PM</td>
<td>R</td>
<td>BC201</td>
<td>STOVER JANICE</td>
<td>1/21/2005</td>
<td>1/21/2005</td>
</tr>
</tbody>
</table>

Figure 4.1
for approval. The College is continually trying to improve this process.

**4P2 Recruiting, Hiring and Retaining Employees**

The College uses a multi-step process to recruit for open positions. An application for approval to hire, accompanied by an updated and reviewed job description, is approved by the administrator of the workgroup and the President. The Director of Human Resources advertises the position by posting a brief description of the job and the qualifications on the College’s web site, places ads in a variety of local newspapers, and uses the Kansas State Job Service. To increase the diversity of the applicant pool, the College may need to consider additional marketing efforts that would reach out farther than the 50-75-mile radius it currently advertises within. The College believes in promoting from within, however, the internal candidates need to be held to the same standards as outside candidates.

**Orienting College Employees**

There is an Orientation Team that has continually improved the process of new employee orientation during the last 2-3 years. The staff and faculty hired at the beginning of the academic year receive two full days of orientation with various employees of the College. However, if staff are hired during the academic year, they do not receive the same amount of orientation. This needs to be addressed, as well as working more on mentoring and shadowing by all new employees. This is being looked at by the AQIP Action Project 4 team and will be piloted in the 2006-2007 academic year.

**Planning for Personnel Changes**

Cowley’s administration develops needs analysis studies used to handle personnel changes and projections. Needs analysis for administrative, staff, and/or faculty positions are based on new-hire needs, retirement projections for positions to be re-hired, and recommendations from faculty program reviews.

**4P3 Work Process and Activities Contribute and are Ethical**

The following processes and activities contribute to communications, cooperation, high performance, innovation, empowerment, organizational learning and skill sharing:

- Dozens of professional development opportunities are offered throughout the year for faculty and staff
- College Education Association (faculty bargaining unit)
- Teleconferences
- Regular department and staff meetings
- Advisory councils
- In-services for all full-time employees each semester and Orientation for Adjunct Faculty each semester
- E-mail (including What’s Happening at Cowley)
- Website
- Celebrations
- Individual and departmental job target goals for improvement
- Distribution of minutes from Board of Trustees, Administrative Council, and faculty department meetings
- Faculty meetings (two each semester)
- Campus Connect
- Faculty Access Site on the Intranet
- Campus Intranet Site
- College professional publications

Cowley recognizes and values the input of its employees and encourages proposals designed to address problem issues.

Ethical standards have been addressed by the College’s policies and procedures, including the Employee Code of
Ethics, the Academic Integrity Policy, and the commitment of employees to the Core Value of Integrity. The College also addresses ethics in its Statement of Institutional Purpose, which accompanies the Mission Statement.

**4P4 Training and Developing Employees**

The Professional Development team (AQIP 4) is working on improving the process of training and developing faculty, staff and administrators. The College offers various workshops in-house on technology, health, safety, and mental health. All employees are required to watch standard videos on ADA Compliance, Sexual Harassment, and Bloodborne Pathogens. Employees also are encouraged and supported in their efforts to obtain additional training and education. There are professional development funds available for conferences and seminars, and a tuition reimbursement program is in place for faculty and staff to encourage continued education. The full-time and adjunct faculty pay scale is based on educational credentials, and increase in pay is tied to professional development through workshops and completion of college credit classes. Cowley staff completed more than 2,000 clock hours of staff development in 2004.

The College reinforces training by providing opportunities and funding for in-house workshops, conference participation, and by encouraging staff and faculty to be life-long learners. Full-time faculty members are awarded stipends to attend sessions at the Summer Academy of Instructional Technology, where teaching and learning of new and current technology in the classroom is presented. College employees who desire to attend a professional conference are required to complete a conference application. Within the application, employees are asked how they will share the information they receive with their colleagues once they return from the conference.

**4P5 Determining Training Needs**

Training needs are identified in several ways. Needs are determined by annual evaluations, job targets, surveys, recommendations from the AQIP 4 team on Professional Development, the recommendations of the Technology Advisory Group and often by the Director of Human Resources.

Training needs are addressed in coordination with needs analysis based on strategic planning and development requirements.

Training needs increase the College’s focus on helping students learn and accomplish other objectives by keeping current with technology and teaching strategies for use in the classroom, offering faculty and staff continued skill set development, and providing professional enrichment to improve the performance of employees in the classrooms and workgroups.

**4P6 Designing a Personnel Evaluation System**

Faculty follow recommended procedures for evaluations, including self-evaluations, student evaluations, department chair evaluations, and administrative classroom observations. Administrators are evaluated by employees who work for them, and those evaluations are given to the President to use along with his evaluations. Supervisors evaluate staff on an annual basis. Supervisor training is conducted on how to complete evaluations, however, there is still some work that needs to be done in this area to improve it. It also is felt that supervisors need to be evaluated on “being supervi-
sors.” The College recently developed an in-house leadership program called the Cowley Leadership Academy. Its purpose is to develop leadership and managerial skills within administrators, deans, and directors and provide educational training opportunities to enhance their ability to perform their jobs more effectively with greater accountability.

All professional development efforts of the College are aimed at enriching faculty and staff’s ability to enhance student success and perform their jobs more effectively and efficiently.

4P7 Designing a Recognition, Reward and Compensation System

Cowley believes in recognizing its employees in several ways (Figure 4.2). The Human Resource Office, along with others in the College, are looking at additional programs to reinforce employees who go “above and beyond.” At present, the College offers the following benefits and services for full-time employees:

- health insurance
- dental insurance
- retirement
- holidays
- vacation
- sick leave, sick leave bank
- long-term disability
- various optional insurance
- free tickets to activities (plays, musicals, sports)
- discounts at Cowley Bookstore, area businesses, and Cosmetology Department
- 10 free meals per year in the McAtee Dining Center
- free use of the Ben Cleveland Wellness Center
- annual Christmas party
- grocery gift certificates at Christmas
- picnics
- free cultural events during the fall and spring
- free use of an employee assistance program
- tuition reimbursement
- scholarships for faculty, staff and their immediate families
- adjunct faculty and advisor appreciation banquets
- full-time faculty breakfast

4P8 Key Issues Related to Motivating Employees

There are several ways in which the College determines what key issues are related to faculty, staff and administrators. Those include job targets, anonymous e-mails to the president; “BAM” (Business Announcements and Miscommunications) meetings; talking to supervisors, performance evaluations, job target evaluations, in-services, orientation, and celebration events.

These issues are analyzed by the

<table>
<thead>
<tr>
<th>Award</th>
<th>In Recognition of</th>
<th>Awarded to</th>
</tr>
</thead>
<tbody>
<tr>
<td>Years of Service</td>
<td>Employees completing from 5-35 years of service</td>
<td>Full-time faculty and staff</td>
</tr>
<tr>
<td>“Paw on the Back” Cards</td>
<td>Going above and beyond and doing something great for other employees or students</td>
<td>Employees by other employees</td>
</tr>
<tr>
<td>Paul Stirnaman Memorial Award</td>
<td>Dedication to CEA (College Education Association) and excellence in teaching</td>
<td>Full-time faculty who is a member of CEA</td>
</tr>
<tr>
<td>Endowed Chair for Teaching</td>
<td>Teaching excellence and student learning</td>
<td>Full-time faculty nominated by the instructional departments</td>
</tr>
<tr>
<td>Excellence and Student Learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NISOD Excellence Award</td>
<td>Teaching excellence</td>
<td>Full-time faculty</td>
</tr>
</tbody>
</table>
Administrative Council, the Academic Affairs Council, Dean’s Council, and various other councils and teams on campus.

**4P9 Providing Health, Safety and Well-being**

Cowley College offers activities and workshops throughout the year that benefit the health and wellbeing of its employees. Figure 4.3 lists many of the health and wellness activities provided.

Measures collected on how the College values people include:
- Employee satisfaction survey
- Departmental quality surveys based on satisfaction, accountability and service (individual and customer)

**4R1 Results in Valuing People**

The College measures its value in people through participation of employees in activities, feedback from employee surveys, and its low employee turnover rate.

The College showed marked improvement in various areas when the 2004 and 2005 employee surveys are compared. To survey statement, “Administration has a sincere concern for the employees,” 24.6 percent of employees surveyed strongly agreed on the 2005 survey, compared to just 16.5 percent in 2004. And to the statement, “Employee suggestions and recommendations are welcomed by administration,” 21.3 percent strongly agreed on the 2005 survey, compared to 17.4 percent in 2004.

**4R2 Results in Processes Associated With Valuing People**

The Professional Development Team is working hard to improve training sessions, as well as looking at the orientation program with human resources to see if it can be improved. Human resources and administration are always looking at ways to improve the evaluation processes. Efforts to improve communication within the College community are ongoing.

During the 2004-2005 academic year, approximately 180 full-time employees (83 percent) participated in workshops, classes or conferences for professional development. In 2003-2004, there were more than 3,200 clock hours of professional development and personal development collected for full-time staff. That figure increased to 3,300 clock hours in 2004-2005.

<table>
<thead>
<tr>
<th><strong>HEALTH AND WELLNESS ACTIVITIES</strong></th>
<th><strong>Employee Specific</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Collegewide</strong></td>
<td><strong>Employee Specific</strong></td>
</tr>
<tr>
<td>Drug/Alcohol Awareness week</td>
<td>Brown bags on mental health</td>
</tr>
<tr>
<td>Bloodmobile</td>
<td>Physical health</td>
</tr>
<tr>
<td>Flu Vaccines</td>
<td>“Trackin’ 2000” walking program</td>
</tr>
<tr>
<td>Smoke Out</td>
<td>Free use of the Wellness Center</td>
</tr>
<tr>
<td>Mental Health Counselor</td>
<td>EMPAC training/counseling</td>
</tr>
<tr>
<td>Health Services</td>
<td>Monthly safety memo</td>
</tr>
<tr>
<td>Wellness Center on campus</td>
<td>Safety training on topics such as ergonomics, backs, etc.</td>
</tr>
<tr>
<td>Nutrition and Aerobic classes</td>
<td>Site Safety Team meets monthly to review safety procedures, safety concerns and reviews all accident reports for safety issues/improvements.</td>
</tr>
</tbody>
</table>

Figure 4.3
4R3 Evidence Indicating Productivity and Effectiveness of Employees in Helping Achieve Their Goals

Professional growth is a continually improving process at Cowley.
- Twenty-five employees have completed advanced degrees and continuing education hours since 1999.
- One-hundred eighty employees participated in workshops, classes, or conferences for professional development during the 2004-2005 academic year.
- Approximately 110 jobs have opened and filled during the last five years. The scope and focus of all of these positions have changed in one way or another to include additional skills and responsibilities. Many positions have merged with others, thus creating new positions. The College continues to look at positions, even when not rehiring, to improve them.
- Number of hours of professional and personal development collected by the HR department for 2003-2004: 3,200 clock hours; for 2004-2005: 3,300.
- Completed evaluation of performance and job targets by supervisors.
- Annual comparison reports on transfer students.

KSU Academic Progress Summary for Kansas Community Colleges (FA2003/SP2004) compares three categories; Cowley College transfer students, all transfer students and KSU no transfer college students by student roster, overall academic summary, and performance in selected courses. The breakdown under each category after six weeks is by new students, continuing students and total students.

WSU Report on Transfer Students from Cowley College (FA 2004) (Figure 1.5) reports on student profile, mean cumulative GPAs, grade distribution analysis, and list of students by all WSU students versus Cowley Transfer students.

4R4 Comparing Results With Other Educational Institutions

The College’s results compare favorably with other educational institutions. Some of the instruments the College uses to evaluate itself against others include:
- Salary levels for faculty and staff compared with other Kansas community colleges.
- CAAP (Collegiate Assessment of Academic Proficiency)
- Benefit comparisons
- Transfer GPA benchmarking reports from four-year institutions.
- Noel Levitz’s survey results with regards to national trend data
- Meetings with Council of Presidents, Chief Academic Officers, Student Life Officers throughout the state to benchmark and compare information.

4I1 Improving Current Processes and Systems for Valuing People

Processes and systems are being evaluated and adjusted for improvement continually throughout the year. Human resources, the Administrative Council, and various teams are always looking at different ways to improve the College’s processes and systems.

4I2 Setting Targets for Improvement

As part of AQIP Action Project 2, every employee of the College is responsible for coming up with his/her own job targets each year, with their supervisor’s input. These job target goals are something they plan to do that will improve their own job, their department, or the College as a whole.

It depends upon what the employee and his/her supervisor decide as to specific areas for improvement. Each one may have different priorities based on the employee’s work area.

Current results and priorities for
improvement are communicated to students, faculty, staff, administrators and appropriate stakeholders via the following methods:

- Faculty department program reviews
- Reports on individual and department job targets
- Public Relations Office, advertising, publications and press releases
- Advisory Councils
- Arts at Cowley Committee
- Community Breakfasts (held each spring)
- Employee involvement in economic development task force, chamber of commerce groups, and participation in many other civic and community activities
- Board meetings
- Web site (both Internet and Intranet)
Cowley County Community College relies on a network of committees working with team concepts to strengthen the leadership system of the institution. This has lead to better ownership and communication within the College. The background of the College includes over ten years of using quality management techniques in guided participatory management.

The College's leadership believes that leadership is most effectively expressed when expectations are communicated daily by example. The Administrative Council emphasizes the Core Values as a guide to live and work by on a daily basis.

**Cowley College’s Core Values**

**People**
- We emphasize the importance of human relationships, diversity, and a sense of community.
- We provide student-centered instruction.
- We provide a safe, learning environment where joy, humor, and teamwork are embraced.
- We encourage open communication and the sharing of ideas.

**Leadership**
- We provide a positive atmosphere that fosters personal and professional growth.
- We empower students and employees to be innovative and visionary.
- We are an ethical leader in the field of education.

**Integrity**
- We regard honesty, trust, and respect as essential principles in our academic, personal and professional standards.

**Accountability**
- Our students will receive a quality education.
- The College will provide students the opportunity to take an active role in their success.
- All employees are responsible and committed to excellence.
- We are accountable to the community to educate students and to sustain and improve society.

Leadership at the College makes a concerted effort to be involved in all levels of the College and maintains an open exchange of information.

**5C1 Leadership and Communication Systems**

Senior leadership is committed to providing a positive atmosphere that fosters personal and professional growth, empowers students and employees to be innovative and visionary, and promotes high ethical standards. Accomplishing the mission, vision, and values of the College depends entirely on the people of the institution. Students, faculty, administration, and support staff all contribute to the institutional character. Internally, Cowley’s Core Values guide the work employees and set a standard of excellence in higher learning.

The Administrative Council is the hub of Cowley leadership and communication. Its purpose is to ensure that appropriate leadership guidance is articulated, the College remains customer focused, and the mission, values, goals, and objectives of the College are attained. This council meets bi-weekly to set and communicate directions, review significant events or
activities, coordinate on-going activities, and forecast future needs and requirements. The senior leadership that forms the Administrative Council is shown in Figure 5.1. Figure 5.2 outlines the authority relationships of the College. Beyond the foundational Administrative Council is an intricate communication system. The matrix in Figure 5.3 illustrates some of the leadership and communication dynamics at Cowley.

As referenced in Fig. 5.3, the College has a series of external and internal publications that provide stakeholders with ongoing information. Some major publications include:

- College Catalog
- Student Handbook
- President’s Report
- Class Schedules
- Tiger Alumni News
- Calendar/Viewbook
- Academic Program Fliers

In addition, the College markets to its stakeholders through various advertising mediums, including television, radio, newspaper, billboards, and community information guides.

Cowley’s President has overall authority and responsibility for the College and is directly responsible to the Board of Trustees, a six-member Board elected by voters of Cowley County. The lines of authority are explicit, and the College is expected to honor the reporting relationships to the maximum extent possible.

**5C3 Institutional Values and Expectations**

Cowley is governed by a six-member Board of Trustees, elected by registered voters of Cowley County and coordinated by the Kansas Board of Regents. The College complies with the rules, regulations, and restrictions of a state entity and it is kept fully aware of the regulatory, legal, and ethical requirements associated with the College’s operations. Other regulatory areas such as equity, gender bias, equal opportunity and sexu-
COWLEY COLLEGE’S LEADERSHIP AND COMMUNICATION

<table>
<thead>
<tr>
<th>Constituency</th>
<th>Leadership Communications</th>
<th>Intent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Cowley Leadership</td>
<td>• Administrative Council</td>
<td>• Bi-weekly</td>
</tr>
<tr>
<td>Students</td>
<td>• Student Govt. Association</td>
<td>• Monthly</td>
</tr>
<tr>
<td></td>
<td>• Noel-Levitz</td>
<td>• Annually</td>
</tr>
<tr>
<td></td>
<td>• Cowley Press</td>
<td>• Bi-weekly</td>
</tr>
<tr>
<td>Faculty</td>
<td>• Academic Affairs Council</td>
<td>• Bi-monthly</td>
</tr>
<tr>
<td></td>
<td>• Department Meetings</td>
<td>• Monthly</td>
</tr>
<tr>
<td></td>
<td>• College Education Association</td>
<td>• Monthly</td>
</tr>
<tr>
<td></td>
<td>• Success Teams</td>
<td>• Monthly</td>
</tr>
</tbody>
</table>

Figure 5.3

al harassment, have developed processes that fully integrate the intent of the policies into the day-to-day operations of the College. Cowley College strives to maintain the highest standards of ethical and responsible behavior.

As elements of the Cowley entity, the staff and faculty are actively involved in community action groups. This involvement has been an inherent part of the College’s culture of leadership leading by example. Figure 5.4 lists examples of members of the Administrative Council’s involvement in local, state, regional and national level activities.

Community involvement is stressed among all faculty, staff and administration. Employees collectively represent a significant presence in civic and professional organizations. In support of developing community citizenship, the College encourages student organizations to conduct service activities. The Academic Civic Engagement through Service (ACES) organization is a volunteer program that places students in service opportunities throughout the area. Recent activities include Operation Happy Holiday, which sent 260 pounds of items to U.S. military personnel overseas; reading to children in several area schools; and an oral history project involving Cowley County.

Since the College’s start in 1922, it has had a major impact on the local economy. The College has been an active partner in funding economic development efforts as well as training and retraining the local workforce.

Professional development of employees also is a major component. A workshop calendar is distributed to employees electronically and includes such topics as integration of technology in the classroom, teaching and learning techniques, new computer software training, how to more efficiently use the College’s telephone system, WebCT and many others. There also are specific workshops tailored toward faculty.
## COWLEY COLLEGE’S LEADERSHIP AND COMMUNICATION

<table>
<thead>
<tr>
<th>Constituency</th>
<th>Leadership</th>
<th>Communication</th>
<th>Intent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Support Staff</strong></td>
<td>• Student Affairs</td>
<td>• Monthly</td>
<td>• Review and synchronization of operational issues; conduct planning for upcoming activities</td>
</tr>
<tr>
<td></td>
<td>• Business Services</td>
<td>• Monthly</td>
<td>• Reviews processes that affect the fiscal management of the College</td>
</tr>
<tr>
<td></td>
<td>• Dean’s Council</td>
<td>• Bi-Monthly</td>
<td>• Reviews processes associated with student life, student learning and student concerns</td>
</tr>
<tr>
<td></td>
<td>• Student Life Committee</td>
<td>• Monthly</td>
<td>• Reviews processes that relate to student activities and housing</td>
</tr>
<tr>
<td></td>
<td>• Instructional Team</td>
<td>• Bi-Monthly</td>
<td>• Reviews processes that deal with instructional issue and strategies</td>
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<td></td>
<td>• Athletic Dept.</td>
<td>• Monthly</td>
<td>• Discusses issues related to student athletes</td>
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<td></td>
<td>• Technical Support Staff</td>
<td>• Monthly</td>
<td>• Reviews processes that affect technology, both in the classroom and the office</td>
</tr>
<tr>
<td><strong>President</strong></td>
<td>• Ongoing administrative interaction and centralized control of system</td>
<td>• Ongoing with active participation on Admin.</td>
<td>• Establishes a liaison with the Board of Trustees, the Kansas Board of Regents, the</td>
</tr>
<tr>
<td></td>
<td>policies and procedures</td>
<td>Council, publishing of President’s Annual</td>
<td>Kansas Legislature, other post-secondary institutions, institutional support committees</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Report, and presiding over Business Announcements</td>
<td>and teams to insure communication flow, and that the interests of Cowley are addressed.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&amp; Miscommunication (BAM) meetings</td>
<td></td>
</tr>
<tr>
<td><strong>Board of Trustees</strong></td>
<td>• Meeting</td>
<td>• Monthly meetings and an annual retreat</td>
<td>• Maintains a presence with the Board of Trustees, which creates trust between the</td>
</tr>
<tr>
<td></td>
<td>• Attendance</td>
<td>• Twice annual meetings</td>
<td>college board and community and enhances communication</td>
</tr>
<tr>
<td></td>
<td>• Periodic reporting</td>
<td>• Newsletters</td>
<td>• Provide input to each program's curriculum, budgets, and focus. Committees aid</td>
</tr>
<tr>
<td><strong>Advisory Committees</strong></td>
<td>• Department Chairs</td>
<td></td>
<td>programs in keeping current with the needs and expectations of employers, the community,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>and other institutions.</td>
</tr>
<tr>
<td><strong>State Legislature</strong></td>
<td>• Monitoring and continuous awareness activities to keep members apprised of college activities</td>
<td>• Continuous</td>
<td>• Enacts legislation</td>
</tr>
<tr>
<td><strong>Other Stakeholders</strong></td>
<td>• Endowment Office</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents</td>
<td>• Public Relations Office</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alumni</td>
<td>• Student Life Office</td>
<td></td>
<td></td>
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<tr>
<td>Donors</td>
<td>• Community Members</td>
<td></td>
<td></td>
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<tr>
<td>Media</td>
<td>• Admissions Office</td>
<td></td>
<td></td>
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<tr>
<td>General Public</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Tiger Booster Club</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Prospective</td>
<td></td>
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Figure 5.3 continued
Regular training sessions on topics such as back safety, campus security and how to become a more effective supervisor also are held.

**5P1 Setting Directions**

Assessing student and stakeholder needs and expectations is discussed in Category 3. Information collected in the processes is a crucial element of Strategic Planning, which is discussed in Category 8. Systems of planning determine the College’s Key Processes, discussed in Category 6. The Administrative Council is responsible for aligning those Key Processes with the functional areas of the College and the success factors. This system is illustrated in Figure 5.5.
### INFORMATION AND RESULTS
**UTILIZED BY LEADERSHIP FOR DECISION-MAKING**

<table>
<thead>
<tr>
<th>Key Process</th>
<th>Success Factors</th>
<th>Key Indicators</th>
<th>Results</th>
<th>Faculty Staff</th>
<th>School Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment and Enrollment</strong></td>
<td>• Attract and retain students</td>
<td>• Enrollment count</td>
<td>• Fall-term retention</td>
<td></td>
<td>• Capacity count</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Student satisfaction measures</td>
<td>• Employment percentage by</td>
<td></td>
<td>• Application</td>
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<td>vocational program</td>
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<td>-accept count</td>
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<td>• Transfer success</td>
<td></td>
<td>count sheet</td>
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<td></td>
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<td></td>
<td>• Point of service feedback</td>
<td></td>
<td>• Credits sold</td>
</tr>
<tr>
<td><strong>Teaching and Learning</strong></td>
<td>• Skills for employment</td>
<td>• Curriculum, delivery, student, and faculty</td>
<td>• Noel-Levitz Satisfaction</td>
<td></td>
<td>• Productivity</td>
</tr>
<tr>
<td></td>
<td>• Personal enrichment</td>
<td>measures</td>
<td>• Student's assessment of</td>
<td></td>
<td>dispersion</td>
</tr>
<tr>
<td></td>
<td>• Successful transfer</td>
<td></td>
<td>learning</td>
<td></td>
<td>• FTE dispersion</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>• Summative evaluations</td>
<td></td>
<td>• Graduation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Graduate survey</td>
<td></td>
<td>rate comparison</td>
</tr>
<tr>
<td><strong>Technology</strong></td>
<td>• Technology (Title III) integration,</td>
<td>• Equipment and software counts</td>
<td>• Noel-Levitz Satisfaction</td>
<td></td>
<td>• Equipment</td>
</tr>
<tr>
<td></td>
<td>utilization and standards</td>
<td>• Student access</td>
<td>• Faculty Satisfaction</td>
<td></td>
<td>and inventory</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Survey</td>
<td></td>
<td>counts</td>
</tr>
<tr>
<td><strong>Business Operations</strong></td>
<td>• Institutional, fiscal effectiveness</td>
<td>• Cash carry-over 24 %</td>
<td>• 10 Key Business</td>
<td></td>
<td>• 10 Key</td>
</tr>
<tr>
<td></td>
<td>• Retention</td>
<td>• Low faculty, staff turnover</td>
<td>Indicators of School</td>
<td></td>
<td>Business</td>
</tr>
<tr>
<td></td>
<td>• Overall appearance of campus (buildings,</td>
<td>• Business goal achievement</td>
<td>Performance</td>
<td></td>
<td>Indicators</td>
</tr>
<tr>
<td></td>
<td>grounds)</td>
<td></td>
<td></td>
<td></td>
<td>of School</td>
</tr>
<tr>
<td><strong>Workforce Development</strong></td>
<td>• Conduct innovative programs and exceed Cowley’s performance measures</td>
<td>• Customized training</td>
<td>• Participant satisfaction</td>
<td></td>
<td>• Customer group</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Business &amp; Industry development</td>
<td>• Client satisfaction</td>
<td></td>
<td>revenue</td>
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<td>• Percent of</td>
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<td>activities</td>
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<td>w/partners</td>
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<td></td>
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<td>• Revenue ratios</td>
</tr>
</tbody>
</table>

Figure 5.5
5P2 Future Opportunities
The Administrative Council takes an active role in setting the direction of the College. The group makes decisions based on a variety of feedback. Information comes from each of the six academic departments, from advisory committees, from employees, and from the community. That information is then aligned with the strategic planning process, in which the Board of Trustees is very involved. An annual Board retreat is held in which short-term and long-term plans for the College are discussed in detail.

Cowley College is seen as a vital player in local economic development, it also is committed to the student learning process. A number of activities are held each semester to ensure that employees stay involved in this process. Cowley believes that every employee contributes to student learning. Workshops are held to assist employees in aligning their work responsibilities with the College’s Mission Statement, the Statement of Institutional Purpose, and the Core Values.

5P3 Making Decisions
The concept of cross-functional teams involves many employees and students in decision making. The teams provide input and recommendations on key issues and have become a part of the Cowley culture for more than a decade. The teams’ recommendations provide fact-based, cross-functional input for the Administrative Council.

Ultimate authority for college-level decisions remains with the President. In turn, the President has enabled his Administrative Council to make operational decisions in their respective areas. The Administrative Council meetings enable coordination and synchronization, as well as input from Council members.

5P4 Using Information and Results
The Administrative Council uses a variety of information and data sources to provide ongoing monitoring and assessment of institutional progress in sustaining success in the Key Process areas as well as the goals and objectives outlined in the strategic plan. Figure 5.6 illustrates the Key Processes, the information used, and the outcomes sought. Category 7 gives the Key Measures used in assessing Cowley’s Key Processes.

5P5 Communicating Between and Among Institutional Levels
Cowley uses a variety of methods to ensure communication exists between and among all institutional levels. The College does not necessarily segregate “upward” and “downward” communication. Instead, forums of communication are used to create a multi-directional flow between all levels that stimulate valuable input and build relationships (Figure 5.7). The College’s goal is to encourage honest and open communication that ensures meaningful discussion, mutual respect, and a focus on mission and goals.

These forms of communication have worked well. One of the key groups that helps facilitate effective campus-wide communication is the Marketing Committee. It is a group of about a dozen College employees representing faculty, staff and administration. The committee meets monthly to discuss specific marketing efforts, as well as ways to improve communication internally and externally.

The President and Vice Presidents attend all group-specific meetings called BAM: Business, Announcements and
### COWLEY COLLEGE'S KEY PROCESSES, FUNCTIONAL AREAS AND CRITICAL SUCCESS FACTORS

<table>
<thead>
<tr>
<th>Key Process</th>
<th>Functional Area(s)</th>
<th>Critical Success Factor</th>
</tr>
</thead>
</table>
| **Enrollment/Assessment** | • Admissions  
• Counseling  
• Recruitment  
• Retention (Title III)  
• Registrar  
• Financial Aid  
• Assessment    | • Recruit and retain quality students  
• Provide job-seeking skills  
• Placement opportunities for technical program graduates |
| **Student Life**  | • Athletics  
• Activities  
• Counseling Services  
• Health & Wellness  
• Housing  
• Foster Parent Program  
• Americans With Disabilities  
• Student Recognitions    | • Offer activities for a complete college experience  
• Confidential one-on-one counseling  
• Improved health and well-being  
• Support of student athletes who are away from home  
• Students of the Month, a Celebration of Excellence |
| **Teaching and Learning** | • Faculty  
• Instructional support programs  
• Academic Success Center    | • Meet or exceed employment readiness standards providing skills for employment and staff, which improves the quality of life of students |
| **Technology**    | • Information Management Systems  
• Technical Support    | • Provide current technologies that maximize learning opportunities and student employment potential  
• Facilitate access to data and information for the College |
| **Business Operations** | • Business Office  
• Buildings and Grounds  
• Human Resources    | • Operate an effective and efficient college  
• Ensure a safe and hazard-free environment |
| **Workforce Development** | • Customized Training  
• Cowley Economic Development    | • Add value to the College and community |

Figure 5.6

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### COWLEY COLLEGE'S COMMUNICATION SYSTEMS

<table>
<thead>
<tr>
<th>Board/Council/Committee Meetings</th>
<th>Web Page Links - Intranet and Internet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minutes from those Meetings</td>
<td>Campus-wide Inservice Meetings</td>
</tr>
<tr>
<td>Newsletters (print and electronic)</td>
<td>Electronic Sign</td>
</tr>
<tr>
<td>Campuswide Email</td>
<td>Cable Channel 21</td>
</tr>
<tr>
<td>In-person Contact</td>
<td>Main Campus Switchboard</td>
</tr>
</tbody>
</table>

Figure 5.7
Miscommunication. These meetings, held annually, allow employees in every department the opportunity to voice their opinion about processes and procedures, receive information about future projects, or just discuss the current state of the College. Communication is encouraged in these open-forum meetings. Minutes are taken to ensure that employee concerns and requests are followed up.

At the beginning of each fall semester, all Cowley employees meet, and the President provides information about the College, introduces new personnel, and generally gives an overall picture of the coming semester. Prior to the spring semester, all Cowley faculty members meet to plan for the upcoming term.

The College uses electronic communication extensively during the day-to-day operation. It has proven to be an efficient way for all employees to communicate. Many items that once were reserved to typed memos, class announcements, and/or delayed until meeting times are now transmitted electronically immediately. Each Monday, the Public Relations (PR) Office sends employees a “What’s Happening” calendar. It is a list of college events for the coming week. Although it mirrors the monthly calendar produced by the same office, oftentimes it includes events that may have been scheduled at the last minute.

The PR Office has every press release that it produces placed on the web site. Available by accessing About Cowley on the home page, then click on Press Releases. At times, specific press releases are linked directly from the home page, depending on the story.

The Professional Development Team has addressed a past concern that, as the College has grown to more than 200 full-time employees, people do not know many of their co-workers. During the 2004-2005 academic year, Cyber Faces and Places was created. It can be accessed through Cowley’s Intranet. It includes pictures and a brief write-up on each employee by department.

It is important to note that all key elements of information are often repeatedly communicated, whether it be through the all-college meeting, distribution to department chairs, the online “What’s Happening,” e-mail, or bulletin boards. By using repeat formats, it is ensured that items are communicated throughout the College.

5P7 Encouraging and Developing Leadership Abilities
Cowley’s leadership is committed to professional development of faculty and staff. Each month, employees have the opportunity to improve their skills through various workshops conducted by colleagues. Subjects covered in the training range from the use of clickers in the classroom to specific supervisory issues. Leading by example, two members of the Administrative Council have completed, or are about to complete, doctoral programs, and the majority have earned masters degrees.

The administration also supports faculty and staff who have demonstrated key strengths by sending individuals to major state and national conferences to further their knowledge in areas strategic to the College and the needs of its customers. The College also has a Tuition Reimbursement Policy that provides additional incentive for faculty and staff to further their education.

5P8 Planning Succession
To date, the College has not formalized a succession planning process.
5P9 Measuring Leadership and Communicating Analyzing Results

Effective leadership throughout the organization has been developed and sustained in part through Performance Appraisals and Job Targets (Appendix C). These two components are critical pieces to measuring the effectiveness of the College’s leadership.

Performance Appraisals are comprised of 24 points that are given a rating by supervisors, with exceptional being the highest rating, to unacceptable being the lowest. Three additional fill-in-the-blank questions allow supervisors to make more specific comments about the employee. Included is a 1-10 rating scale, where supervisors are asked to rate how satisfied they are with the employee’s performance. Members of the Administration are evaluated, not only by the President, but also by the employees they directly supervise or work collaboratively with.

Job Targets are completed by each of the College’s employees. They list the goal, the plan of action, the measurement device, a timeline, and then analyze the results. These institutional effectiveness forms provide an opportunity for both the supervisor and the employee to share their perceptions of key successes through the rating period.

The President is evaluated in a slightly different format. The Board of Trustees conducts an annual review of the President during an executive session of the Board. This provides the President an opportunity to articulate the goals and objectives of the College and provides the Board with an opportunity to provide input and clarification if necessary.

The above mechanisms offer a strong opportunity to provide communication between both the rated and the rater to ensure that there is clear understanding of goals and expectations and of past accomplishments. This system has worked well as it provides an opportunity to have focused dialogue on the employee’s performance.

5R1 Results

Cowley College has consistently been viewed as a leader, both within the Kansas community college system, and among similar institutions nationwide. For its most recent self-evaluation, the College was one of only a handful of community colleges nationwide invited to participate in a special emphasis self-study, a new and innovative approach to self-assessment. For its report titled “Embracing Quality: A Self-assessment for the New Millennium, Cowley, NCA, and Baldrige,” the College used the Malcolm Baldrige criteria for self-assessment. The report, submitted at the end of 1999 and amended in early 2000, demonstrated the commitment to continuous improvement through goals and objectives that were written to incorporate the College’s institutional commitments, five Kansas Community College Core Indicators of Institutional Effectiveness, and the College’s Key Measures for Success.

Since communication is a key component of leadership, the College asks questions related to communication on the Employee Survey. The College showed an improvement from 2004 to 2005. To the statement, “I am satisfied with communication in my work group,” 31 percent of employees strongly agreed on the 2005 survey, compared to 22.6 percent in 2004.

Since the arrival in 1987 of Dr. Patrick J. McAtee as its third president, Cowley’s growth has been impressive yet managed. During the past 10 years, six new buildings have been constructed on the main campus, a major off-campus site...
has progressed so much that it now generates nearly half of the enrollment, and full-time enrollment has increased 69 percent to more than 3,000 students (Figure 5.8).

The rate of growth has enabled the College to ensure faculty, support services, and facilities are available to meet students’ needs. Programs such as Interpreter Training, Mobile Intensive Care Technician, Computer Graphic Arts, and Cisco Computer Networking have been added to help meet the needs of a diverse business climate.

Another positive measure of the College’s effective leadership is the result of an economic impact study completed in fall 2002. The study, conducted in cooperation with the Association of Community College Trustees, indicates that the College is and will continue to be a huge asset to the city of Arkansas City, Cowley County, and surrounding areas.

Among the findings:

The College accounts for $53.6 million of annual earnings in the Cowley County economy. Those earnings are equal to roughly 2,239 jobs. The earnings and job effects break down as follows:

a) The College pays $6.8 million in direct faculty and staff wages and salaries each year, and generates an additional $47 million annually in wages and salaries off campus.

b) The College generates $159.3 million of annual sales in Cowley County.

c) Taxpayers see a real return of 8.2 percent on their annual investments in the College and recover all investments in 12.9 years.

d) Students enjoy an attractive 20 percent annual return on their investment of time and money—for every $1 the student invests in Cowley, he or she will receive a cumulative $7.60 in higher future earnings over the next 30 years. The payback period is 7.6 years.

e) The state of Kansas benefits from improved health, reduced crime, and reduced welfare and unemployment, saving the public some $800,000 per year.

5R2 Results Comparisons

The College currently has no comparative information regarding leadership results and is keeping an eye out for comparative opportunities.

5I1 Improvement of Current Processes

The College’s primary processes for continuous improvement and systems refinement are centered on team struc-
The teams are commissioned to provide input and recommendations to the Administrative Council on the issues impacting their respective areas. The team structure includes faculty, staff and administrators. Student input is sought for those issues directly impacting the student body. From scheduling to budget review, team recommendations provide fact-based, cross-functional input for the Administrative Council and, eventually, the Board of Trustees.

Common concerns of the team structure have included the number of teams and the duplication of efforts. Based on this feedback, the College's focus switched to a more concentrated team approach in the Academic Quality Improvement Project. Currently, there are four AQIP project teams examining different aspects of the College: 1) Review and improve the strategic planning process; 2) Improve the systematic tracking of institutional effectiveness; 3) Provide a quality education to all students at all academic levels; and 4) Plan and implement an employee professional development and mentoring system.

In addition, the College is working on successfully completing its performance agreement as outlined by the Kansas Board of Regents. The College has customized institutional goals based on these three Regents' system goals: 1) Increase system efficiency, effectiveness and seamlessness; 2) Improve learner outcomes; and 3) Improve workforce development.

Cowley's specific institutional goals that coincide with the Regents' are: 1) To expand partnerships with other educational institutions, governmental agencies, and business and industry; 2) To improve the success of students as measured by retention, attainment of student goals, and persistence (students who complete courses with a grade of “C” or better); and 3) To expand Cowley's aviation technology program.

Key performance indicators, data collection and targets have been developed for each goal. The College has used the performance agreement to improve many of its current processes and systems.

512 Targets, Improvement Priorities and Communications

Key internal processes are critical in the quest for continuous improvement. Teams are formed to develop and implement the tasks/processes deemed necessary to improve instruction and the overall operation of the College. The Administrative Council, working cooperatively with its respective teams, establishes strategic goals to guide the College. Multi-directional communication is a success factor in this process. Representation of individuals from all instructional and service departments is assured through the involvement of the teams. Communication and support is conveyed to all personnel through open meetings and through individuals representing the AQIP Project Teams. The central role of the Administrative Council connects the AQIP Project Teams with all other teams through communication and facilitation of the processes.

Although the strategic plan is reviewed annually, the Administrative Council monitors progress more frequently. When progress fails to meet projected standards, or analysis shows potential problem areas, specific actions are formulated and implemented as needed. An example of this process occurred when the College identified a decline in enrollment at its northern campus locations.
After reviewing several factors which may have contributed to the decrease, including the state of the economy, a change in the scholarship policy, and tighter constraints on international student enrollment, the Administrative Council decided to rewrite the scholarship policy for students attending northern campus sites.

Each year, the Administrative Council reviews the employee survey instrument to ensure that it will receive feedback to help it make informative decisions. Areas of concern are targeted in survey statements/questions.
Supporting institutional operations is the main goal of many divisions of the College including technology support, student services, facilities support, and administrative support. The College could not function without the integration of these areas. Student and stakeholder satisfaction is strongly tied to these areas of the institution.

6C1 Key Student and Administrative Support Service Processes

Cowley has identified key student and administrative support service processes related to three major areas within the College. They are Fiscal and Facilities Support (Figure 6.1), Student Support (Figure 6.2), and Administrative Support (Figure 6.3). Human resources and computer support also are considered important areas in supporting institutional operations, and are covered in Category 4 and Category 7.

The College looks at the key processes from the point of process needs, followed by how the needs are determined, measured, and how the results are used to improve the process (Fig. 6.1 - 6.3). The goal of all of the support processes is to ultimately help students reach their academic and career goals and to improve student learning.

As shown by the three support process tables, student needs are an important part of all the processes, many of which tie directly into either student affairs or academic affairs. Many of the process needs consider student input in the way of surveys, in addition to satisfaction surveys to help measure the process.

6P1 Identifying Support Service Needs for Students

To determine the support process needs of its students, the College uses a variety of tools. Student surveys and other stakeholder surveys give key insight into the needs of the students. The Noel-Levitz Student Satisfaction Inventory has been a valuable instrument for the College. In addition to the general questions asked, the College has added questions to address specific Cowley support services. Cowley also relies on federal regulations and laws in the day-to-day management of the fiscal support process. In addition, employee surveys and informal feedback are used. The Business Office and Bookstore conduct in-house surveys. Support needs are reviewed by the responsible parties on a regular basis and are further reviewed by the Administrative Council at an annual retreat. Needs that are not being met by the current processes are then targeted as one of the goals in the next strategic planning cycle.

6P2 Identifying Administrative Support Service Needs

To identify the administrative support services needs, several internal and external surveys are used. The employee satisfaction survey is a major tool administered in the spring and reviewed by the Administrative Council to determine needs. Another way needs are determined is through yearly BAM (Business, Announcements and Miscommunication) meetings, held with the President and work groups, to discuss issues and concerns. Besides employees, outside groups also have input into the needs of the
<table>
<thead>
<tr>
<th>Key Process</th>
<th>Process Needs</th>
<th>Process Management</th>
<th>Process Measures</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Budget Development</strong></td>
<td>Yearly priorities, Available funding, Prioritization of needs, Tuition and fees, Projected FTE</td>
<td>Department program review, Employee survey, Community survey</td>
<td>Cash carryover, (Figure 6.7) Annual Audit</td>
<td>Collected by CFO, analyzed by Board of Trustees and Admin. Council in determining yearly budget</td>
</tr>
<tr>
<td><strong>Accounting</strong></td>
<td>Tracking expenditures, record keeping</td>
<td>Legal issues, Federal guidelines, Management of budget</td>
<td>Monthly reports, Income statement, Comparative data, Annual Audit</td>
<td>Collected by CFO and analyzed by the AC, BOT and the Board of Regents</td>
</tr>
<tr>
<td><strong>Payroll Workstudy, Full-time and Part-time Employees</strong></td>
<td>Set pay period for employees, Special payroll, Auto deposit, Cafeteria 125 plan</td>
<td>Timesheets, Contracts and letters of employment, Federal regulations</td>
<td>Payroll on schedule, Annual Audit</td>
<td>Verification by direct supervisor, then to payroll office, CFO</td>
</tr>
<tr>
<td><strong>Fee Collection Through the Business Office</strong></td>
<td>Courses coded, Financial aid posted, Payment method determined, Billing dates set</td>
<td>Student coding processes deadlines, Financial aid deadlines, Rate of information processing</td>
<td>Low accounts receivable, Unpaid fees, Business office survey, Student satisfaction</td>
<td>Business office collects information, which is reviewed by the CFO and discussed in the appropriate workgroup. Proposed changes are taken to the AC.</td>
</tr>
<tr>
<td><strong>Purchasing</strong></td>
<td>Vender approval, Funds available, PO amount (bids), Major repairs, Remodel projects</td>
<td>Purchase Order (PO) request submitted, PO approval, PO tracking</td>
<td>Vender Survey, Timely pay to vendors, Approval time measures, Closure dates of PO and Invoices</td>
<td>Reviewed by the Business office on a semester basis and results posted on chart.</td>
</tr>
<tr>
<td><strong>Facilities Maintenance</strong></td>
<td>Preventative maintenance, Daily work orders</td>
<td>Electronic work order request ticket, Prioritizing requests, Budget, Management software</td>
<td>No. of jobs completed 100% complete on critical work orders (6R2), Customer satisfaction</td>
<td>Facilities and maintenance supervisors, reviewed within the department and shared with the VPBS</td>
</tr>
<tr>
<td><strong>Facilities Management • buildings • grounds • transportation</strong></td>
<td>Facilities request forms, Which facility is being requested, Who is doing the requesting (in or out group), Size of group, Time of use, Alternative facilities available</td>
<td>Facilities request received, Prioritization of request, Confirmation of request</td>
<td>Internal complaints, External complaints, No. of times facilities are not available (chartered transportation) Miles driven</td>
<td>Information reviewed by facilities coordinator, then to the CFO. (not routinely collected and reviewed)</td>
</tr>
<tr>
<td><strong>Safety and Emergency Response</strong></td>
<td>Prepare federal reports, Posting of emergency phone numbers, Posting of evacuation plan, Publication of security information</td>
<td>Site Safety Team, Publication of policies in housing handbook, Evacuation drills</td>
<td>Comparative data on federal reports, College housing reports, Time on evacuation drills</td>
<td>Dorm managers and Dean of Student Life review data and share it with the BOT and Director of Safety</td>
</tr>
</tbody>
</table>

Figure 6.1
## STUDENT SUPPORT SERVICES

<table>
<thead>
<tr>
<th>KEY PROCESS</th>
<th>PROCESS NEEDS</th>
<th>PROCESS MANAGEMENT</th>
<th>PROCESS MEASURES</th>
<th>USE OF RESULTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Enrollment and Advising</strong></td>
<td>Admissions application</td>
<td>Student satisfaction survey</td>
<td>Goal Attainment</td>
<td>Collected by CAO, analyzed by various teams and committees</td>
</tr>
<tr>
<td></td>
<td>Pre-assessment</td>
<td>Advisor survey</td>
<td>Graduate Survey</td>
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<td></td>
<td>Enrollment</td>
<td>Transfer institution</td>
<td>Student Satisfaction</td>
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<td></td>
<td>Assign advisor</td>
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<td></td>
<td>Successive enrollment</td>
<td></td>
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<tr>
<td><strong>Recruitment</strong></td>
<td>High School contacts</td>
<td>Feedback from counselors</td>
<td>Enrollment trends by high school and pro-</td>
<td>Program areas review program review data</td>
</tr>
<tr>
<td></td>
<td>Faculty letter to students</td>
<td>Set HS visit schedule</td>
<td>gram area</td>
<td>FTE reports reviewed by BOT</td>
</tr>
<tr>
<td></td>
<td>Senior Day</td>
<td>Phone Calls</td>
<td>Program review</td>
<td>Monthly reports are reviewed by the admissions office staff, Dean of Enrollment</td>
</tr>
<tr>
<td></td>
<td>College Planning Conference</td>
<td>Computer data base of students</td>
<td>Admissions monthly update</td>
<td>&amp; Retention Services and the President</td>
</tr>
<tr>
<td></td>
<td>Program specific recruitment activities</td>
<td></td>
<td>No. of students receiving awards</td>
<td></td>
</tr>
<tr>
<td><strong>Scholarship and Financial Aid</strong></td>
<td>Federal grants and loans</td>
<td>Student application and selection</td>
<td>No. of suspensions of aid</td>
<td>Reports reviewed by the Student Success Team</td>
</tr>
<tr>
<td></td>
<td>Endowment scholarships</td>
<td>Notification of awards</td>
<td>No. of student appeals</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Academic, activities scholarships</td>
<td>Semester Review and renewal of scholar-</td>
<td>Student Satisfaction</td>
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<tr>
<td><strong>Course Placement</strong></td>
<td>Administration of placement exam</td>
<td>Enrollment in appropriate course based</td>
<td>Student success in developmental courses</td>
<td>Program review data discussed by instructional department.</td>
</tr>
<tr>
<td></td>
<td>(work keys, Compass)</td>
<td>Annual review of cut scores</td>
<td>Success in successive course (pre-algebra to</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Establish placement scores</td>
<td></td>
<td>elem. algebra)</td>
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</tr>
<tr>
<td><strong>Campus Life</strong></td>
<td>Dorm application</td>
<td>Roommate questionnaire</td>
<td>Full dorms</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Payment plan</td>
<td>Coach and student requests</td>
<td>Student surveys</td>
<td>Collected by Student Life Office, shared with Dorm Managers</td>
</tr>
<tr>
<td></td>
<td>Assignment of room, roommate</td>
<td># of rooms available</td>
<td>Participation numbers</td>
<td>Reviewed by dean of student life and VP of Student and Academic Affairs.</td>
</tr>
<tr>
<td></td>
<td>SGA Meetings</td>
<td>Student input</td>
<td>Housing survey</td>
<td>Reviewed by various teams and committees.</td>
</tr>
<tr>
<td></td>
<td>Club participation</td>
<td>Budget concerns</td>
<td>Student Satisfaction</td>
<td>Also reviewed by President and BOT</td>
</tr>
<tr>
<td></td>
<td>Campus special events</td>
<td>Attendance records</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td>Monthly student meeting</td>
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<td>Deli director responsible for menu,</td>
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<td>supplies</td>
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<td>practice scheduling</td>
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<td>Event scheduling</td>
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<tr>
<td><strong>Food Service</strong></td>
<td>Contracted service</td>
<td>Monthly student meeting</td>
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<td>Tiger Deli</td>
<td>Deli director responsible for menu,</td>
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<td><strong>Athletics</strong></td>
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<td>practice scheduling</td>
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<td>Event scheduling</td>
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<td></td>
<td></td>
<td>Eligibility reports</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Academic needs</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Student Services</strong></td>
<td>Maintain store supplies</td>
<td>Textbook request forms</td>
<td>Customer service survey</td>
<td>Reviewed by the Director of Bookstore Operations and the VPBS</td>
</tr>
<tr>
<td></td>
<td>Order books from faculty suggestions</td>
<td>Project enrollment</td>
<td>Annual Audit</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student access to reference materials</td>
<td>Feedback from faculty, students</td>
<td>Books provided on time</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Orientation on library use</td>
<td></td>
<td>Student Satisfaction</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Satisfaction rating</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assessments and treatment of physical and</td>
<td>Referrals from students and employees</td>
<td>Satisfaction Survey</td>
<td>Submitted to Dean of Student Life and shared with the BOT in monthly report</td>
</tr>
<tr>
<td></td>
<td>mental health</td>
<td>Refer to outside agencies Federal and</td>
<td>Referral numbers</td>
<td></td>
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<tr>
<td></td>
<td>Health promotion</td>
<td>state guidelines</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Maintain record</td>
<td>Establish need and Assign tutor</td>
<td>Usage records (Fig.6.6)</td>
<td>Information shared with Student Success Team and CAO</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Monitor usage and academic progress</td>
<td>Records on academic success of users</td>
<td></td>
</tr>
</tbody>
</table>

Figure 6.2
College. Instructional departments and vocational areas have bi-annual meetings with citizen advisory groups to provide feedback into the direction of program development. Outside stakeholder groups also are surveyed on a regular basis through the President’s office, alumni and endowment.

6P3 Managing Student and Administrative Support Services

The key student and administrative support services are managed on a day-to-day basis by processes outlined in the Process Management column found in Figures 6.1 to 6.3. Most of the support services have well-defined processes, including time frames that allow efficient management. Some of the processes are newly implemented, such as the work request ticket for maintenance and technology repairs. Many of the processes have recently been streamlined as a result of Cowley’s Intranet. The Intranet allows submission of surveys, sharing of information and submission of work requests. Even though the processes are well defined for most support services, they are still adjusted according to feedback received from stakeholders. For example, the scholarship process recently has undergone modification based on feedback from the groups awarding scholarships and the Scholarship Committee. The new process has gone through one scholarship award cycle, and seems to have eliminated many of the problems that were in the previous process.

Another area of recent modification is the advising system. Based on the 2004 Noel-Levitz Student Satisfaction Inventory, advising was targeted as an area to improve. The Advisement Team has been working to provide more opportunities

<table>
<thead>
<tr>
<th>ADMINISTRATIVE SUPPORT SERVICES</th>
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<tbody>
<tr>
<td><strong>KEY PROCESS</strong></td>
</tr>
<tr>
<td>Institutional Information and Marketing</td>
</tr>
<tr>
<td>Grants and Endowment</td>
</tr>
<tr>
<td>Information Systems</td>
</tr>
<tr>
<td>Technology Services</td>
</tr>
</tbody>
</table>

Figure 6.3
for advisor training to address the student’s concerns.

6P4 Using Information and Results to Improve Service

The key support areas use information and results to improve their services. As shown in Figures 6.1 to 6.3 under the column labeled Process Measures and Use of Results. Most processes have committees or a main person that oversees that particular area. Some of the results are reviewed on a monthly basis in reports submitted to the Board of Trustees. Examples include Health Services and Dorm reports. Other results may be reviewed annually, or bi-annually, depending on the process. The bookstore works on a semester cycle, so bi-annual review works best for its processes.

6P5 Collecting and Analyzing Measures of Student and Administrative Support Services

Measures of support service processes that are routinely used are outlined in Figures 6.1 to 6.3. Most of the tools used are in the form of satisfaction surveys. Some of the tools used to measure also are used to determine needs. When the measures are analyzed, the information is reviewed by the various teams, committees and responsible parties outlined in the Use of Results column.

6R1 Results of Student Support Service Processes

The College routinely collects and analyzes several measures of student support services, mainly targeting student satisfaction. Students living in College housing are surveyed each year to help the College determine what areas need to be improved. More students living in the four dormitories strongly agreed at a higher rate on the 2004-2005 survey than they did the previous year (Figure 6.4). For example: To the phrase, “The dorm personnel were helpful,” 40 percent strongly agreed on the 2004-2005 survey, compared to 38 percent the previous year. The same is true for, “The dorm personnel were available when needed” (33 percent to 32 percent), “The mail delivery system was timely and accurate” (44 percent to 33 percent), and “I was pleased with the variety of things to do on campus” (41 percent strongly agreed, compared to 27 percent the previous year).

Student attendance at Student

<table>
<thead>
<tr>
<th>DORMITORY SATISFACTION SURVEY</th>
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<tr>
<td>“The dorm personnel were helpful.”</td>
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<tr>
<td>40% 2004-2005</td>
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<tr>
<td>38% 2003-2004</td>
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<tr>
<td>“The dorm personnel were available when needed.”</td>
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<tr>
<td>33% 2004-2005</td>
</tr>
<tr>
<td>32% 2003-2004</td>
</tr>
<tr>
<td>“The mail delivery system was timely and accurate.”</td>
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<tr>
<td>44% 2004-2005</td>
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<tr>
<td>33% 2003-2004</td>
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<tr>
<td>“I was pleased with the variety of things to do on campus.”</td>
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<tr>
<td>41% 2004-2005</td>
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<tr>
<td>27% 2003-2004</td>
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</tbody>
</table>

Figure 6.4
Government Association-sponsored events also is monitored and tracked. Attendance increased 22 percent per event during the 2004-2005 academic year, compared to the 2003-2004 academic year.

Intramural events are measured by student satisfaction and number of participants. In 2003-2004, there were 56 events with a total of 5855 participants. In 2004-2005 there were 76 events with 8237 participants.

The food service satisfaction is used to assess quality of campus life. Figure 6.5 indicates a higher satisfaction rate in 2004-2005 compared to the previous year.

A key support service for student learning is the Underground, providing tutoring services, as well as a student computer lab. As shown in Figure 6.6, usage has increased during the last five semesters. Monitoring the Underground usage gives the College information on the accessibility and quality of these services.

6R2 Results for Administrative Support Processes

Administrative support processes
focus mainly on the financial status of the institution. Cash carryover (KM1) is a key measure, with a percentage of student fees and mill levy being main components of this measure. Cash carryover as a percent of total budget should exceed a standard of 12 percent. Current cash carryover represents 21 percent of the 2004-2005 published budget (Figure 6.7).

<table>
<thead>
<tr>
<th>Cash Carryover History</th>
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<tbody>
<tr>
<td>Year</td>
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<tr>
<td>2001-2002</td>
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<td>2002-2003</td>
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<td>2003-2004</td>
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<tr>
<td>2004-2005</td>
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</table>

Figure 6.7

The College also values stakeholder satisfaction in the areas of administrative support. Two process measures are the completion rate of work orders in the areas of computers/technology and maintenance/grounds. A newly implemented computer tracking system has helped facilitate work orders and reduced completion time. In 2004, there were 666 requests for support on the Arkansas City campus for computers and maintenance/grounds. There were 285 requests for the same support on the northern campuses. The average completion time per request for computer support on the Arkansas City campus was 16 days, while it was eight days for maintenance/grounds. In 2005, 570 requests for support had been received on the Arkansas City campus by June 28. The average time of completion per request improved from 2004, as it was seven days for computers and six days for maintenance/grounds.

6R3 How Results Compare with Other Institutions

Due to the varying nature of institutional operations, comparative data is difficult to obtain. The College relies more on trend data and institutional benchmarking rather than comparative data.

6I1 Improvement of Current Processes

The College routinely collects and looks at data according to the information in the Use of Results column (Figures 6.1-6.3). Once the data is collected, it is analyzed by the responsible party, dean, director or committee.

6I2 Setting Targets for Improvement

Improvement targets are developed by the appropriate committee and individuals and, if needed, presented to the Administrative Council and the Board of Trustees for approval.
The collection and analysis of data is essential to any institution seeking to improve processes. Cowley College uses one main computer system for data tracking. The College has traditionally been good at collecting data, but not as successful in analyzing data. This was targeted in Action Project Two, to improve the systematic use of data in tracking institutional effectiveness. While not yet complete, Cowley is striving to use a system of Job Targets to help identify which data is important to the College.

7C1 Collecting Data and Access to Information

Cowley’s primary system for collecting and storing information is the People Oriented Information Systems for Education (POISE) computer database management system, which includes the following applications:

- Student registration and academic history;
- Admissions and recruitment of students;
- Financial Aid;
- Student Billing (Accounts Receivable);
- Fiscal (General Ledger and Accounts Payable); and
- Payroll and personnel.

These systems have been in place since 1991. Although they have been modified and enhanced throughout the years to meet changing needs, the consistency of the underlying structure allows for nearly 15 years of comparative data and trend analysis.

Other principal systems used by the College include:

- KayCee’s College Store Manager system by the bookstore;
- Follett’s Library Manager system by the library;
- Blackbaud’s Raisers Edge fundraising software system by the endowment association;
- WebCT’s e-learning system for on-line course delivery;
- Ad Astra’s Astra Scheduling system for facility management; and
- Rapid Solutions’ Rapid Image system for document imaging.

Standard Microsoft Office application documents (such as word processing documents, spreadsheets, PowerPoint presentations, etc.) are stored on centralized Microsoft Windows-based servers. For security purposes, there are separate servers for employees and students at each of the College’s major locations.

All full-time employees (and selected part-time employees) have access to the information—which is relevant to their job—via a variety of methods:

1. Using Telnet to connect directly to the POISE administrative computer software system and use standard database tools to add, update, and retrieve data;
2. Using the CONNX system to query the data and pull it directly into Microsoft Office applications such as Word or Excel; or
3. Using various Internet interfaces that have been previously developed.

The use of Internet interfaces to selected data recently has been expanded to give access to adjunct instructors, students, and the general public wherever they might be.

7C2 Key Institutional Measures for Tracking Effectiveness

The College utilizes several instru-
ments as tools for measuring institutional processes.

**Academic Achievement:**
- Course grades (many departments use standardized testing policies)
- CAAP tests for all graduates
- Persistence and success rates (e.g., DFW rates)
- Successful progression through developmental course sequences including completion of college level courses
- Classroom attendance
- Graduation rates
- Student goal attainment rates
- Job placement rates
- Transfer performance at other institutions

**Program Quality**
- Departmental program reviews
- Advisory committee surveys
- Course evaluations by the Vice President of Academic and Student Affairs
- Individual employee job targets

**Student Satisfaction**
- Noel Levitz student satisfaction surveys
- Course evaluations by students
- “BAM” meetings between the president and students
- Campus security reports

**Employee Satisfaction**
- Employee satisfaction survey
- “BAM” meetings between the president and every work group

**Financial Stability/External Oversight**
- Audit reports
- FTE measurements (which is the primary basis for state funding)
- Performance agreements submitted to the Kansas Board of Regents
- IPEDS submitted to the Federal Department of Education
- Kansas Postsecondary Database System submitted to the Kansas Board of Regents
- Facility/vehicle/equipment usage
- Work order tracking system utilized by technology department and maintenance department
- Dorm utilization versus capacity measurement
- Level of endowment donations

**7P1 Processes - Selecting, Managing and Using Information and Data**

Based on feedback from various divisions and offices, the College has developed a list of nine Key Measures (KM) with major Process Measures (PM) that affect each KM.

### Key Measures and Process Measures

**KM1-Cash Carryover**
- (PM) Grant dollars
- (PM) Audit reports
- (PM) Mill levy
- (PM) Tuition and fees

**KM2-Safety and Security Incidents**
- (PM) Campus security reports
- (PM) Worker's comp claims
- (PM) Insurance reports (college claims)
- (PM) Incident reports

**KM3-FTE**
- (PM) By location (career-technical/general education)
- (PM) Publications/marketing
- (PM) Admissions reports (campus visits, high school visits)
- (PM) Scholarship dollars awarded

**KM4-Student Goal Attainment**
- (PM) CAAP
- (PM) Successful progression through developmental courses
- (PM) Graduation rate
- (PM) Transfer success of students
- (PM) Professional development
- (PM) Student service usage reports
- (PM) Job placement rates
- (PM) Athletics (degrees earned, grade-point average)
KM5-Customer and Stakeholder Satisfaction

(PM) Employee satisfaction (BAM meetings)
(PM) Advisory committee survey
(PM) Community survey
(PM) Instructor evaluations
(PM) Food service
(PM) Student satisfaction (feedback to the president)
(PM) Work order and technology completion rate
(PM) Vendor cycles (timely pay)

KM6-Financial Aid Award Numbers

(PM) Student default rate

KM7-Dorm Utilization vs. Capacity

(PM) Satisfaction with dorms and food service
(PM) Student services usage reports (special events, SGA activities, intramural participation)

KM8-Persistence and Success Rates

(PM) Student services usage reports (health services, tutoring, library)
(PM) Retention (DFW rates)
(PM) Student Academic Report (% of instructors using SAR)

KM9-Level of Endowment Donations

(PM) Total Endowment giving
(PM) Increase the amount of scholarships established by donors each year
(PM) Increase the amount of scholarship dollars awarded to students each year

The measure methods used and the method of data collections are dependent on the type of data needed, as determined by the team or responsible party desiring the information. The Dean of Research and Technology and the Vice President of Academic and Student Affairs help to guide the teams as to possible methods of data collection.

To support student learning (Category 1), the College has implemented mandatory assessment of all degree-seeking students. This assures that all students are placed in the correct sequence of courses (in reading, writing, and mathematics) necessary for them to succeed. Successful progression through the developmental course sequence and through the associated college level courses is closely monitored. Prior to graduation, all students must take the standardized CAAP test.

In addition, persistence and success rates are measured with an eye toward improving student retention, goal attainment, and graduation rates. Students’ attendance and academic performance in every class are reported to the student, advisor, and other interested parties (such as coaches and activity sponsors) on a regular basis throughout each semester.

As one of its AQIP action projects, every employee now develops an individual job target. These specify the employee’s goals, plans of action, and measurements. Each supervisor then combines these individual job targets into a departmental focus, which ultimately becomes the basis of the College’s overall strategic plan.

7P2 Determining Needs of Departments and Units

Department needs relating to information and data collection, storage and accessibility are determined in a variety of ways. Each spring, the Dean of Research and Technology develops a technology upgrade plan based on input from all the College departments. The goal is to have all computer equipment put on a rotating four-year replacement plan while placing the newest equipment in the most advantageous locations. This includes not only desktop computers, but also centralized data collection and storage servers. The College collects a $2 per credit hour technology fee from students to partially fund these upgrades. This is combined
with other budgeted college funds and various state and federal grant monies to assure that the technology remains current.

As described above, accessibility to the data is provided through a variety of methods. The Dean of Research and Technology and the Computer Services Department are charged with balancing the easy accessibility of the data with the requisite security of the information. This is managed through “access control lists,” passwords, and PIN numbers.

**7P3 Determining Needs and Priorities for Comparative Information and Data**

Needs and priorities for comparative information and data are determined by Cowley’s participation in a number of federally- and state-mandated surveys, including the U.S. Department of Education’s IPEDS reports and the Campus Crime surveys, the Kansas Board of Regents’ Core Indicators of Effectiveness surveys, the Kansas Higher Education Enrollment reports, the Post-Secondary Common Database submissions, and its Perkins monitoring system reports, and the Kansas Association of Community College Business Officers’ (KACCBO) annual enrollment data survey. In addition, the College also utilizes several other standard comparison tools such as the Noel-Levitz Student Satisfaction Survey; the National Student Loan Clearinghouse; and various assessments by American College Testing (ACT), Inc. Each of these systems has a well-established methodology, which provides for reliable comparative data.

In addition, the College looks for other opportunities to benchmark against comparable institutions. These sources often are suggested by members of the Board of Trustees, the administration, faculty, or staff based on information obtained at conferences or meetings attended. Cowley recently has participated in a National Community College Benchmarking Program and a related Kansas Study conducted by Johnson County Community College (JCCC). It also participated in two economic impact studies: one conducted by CCBenefits, Inc., in collaboration with the Association of Community College Trustees, and one conducted by JCCC.

**7P4 Analyzing Information and Data Regarding Overall Performance**

Many of the key institutional measures in aggregate (such as the FTE measurements, the persistence and success rates of students, the student satisfaction survey results, and the employee satisfaction survey results) are available to all employees via the College's Intranet. Additionally, the College has compiled a Fact Book of data, available on the Intranet for various parties to use in process improvement planning. Information submitted to state and federal agencies, as well as the comparative data, are available to anyone on those agencies' web sites.

More individualized data that needs to be limited to certain departments or employees is protected either by passwords or PIN numbers. Instructors can see the individual assessment scores of only students enrolled in their classes. Others, such as the Vice President of Academic and Student Affairs or the director of assessment, can see all the individual scores in order to analyze the overall effectiveness of the assessment.

**7P5 Aligning Information Analysis With Institutional Goals**

Instructors for each college depart-
ment prepare an annual department program review, following a standard format that has been developed by the Academic Affairs Council, that clearly aligns with institutional goals regarding student learning. These program reviews are submitted to the appropriate department chair and to the Vice President of Academic and Student Affairs, who ensure that each department is meeting the overall institutional goals regarding student learning.

In addition, each employee completes a job target that is reviewed with the employee and their supervisor. These job targets become the basis for establishing departmental goals and, ultimately, the College’s strategic plan.

**7P6 Ensuring Effectiveness of Information Systems and Processes**

The Technology Department utilizes an on-line work order request system that ensures the effectiveness of the College’s information systems. This allows any employee to submit requests for equipment upgrades, installation of software, new data reports, or other assistance. These requests are closely monitored by the Dean of Research and Technology.

In addition, several meetings are held with employees to review their needs. The president’s annual “BAM” meetings include a review of all technology and information needs. The Technology Advisory Group provides a regular forum for the review of existing and new technology needs.

**7P7 Measures of Effectiveness Collected and Analyzed**

Cowley has no formal process to track the adequacy of its system for measuring effectiveness, other than to rely on its employees to request the information that they need. Being able to provide the requested information in a timely manner is important. The consistency of the data collection method (i.e., Cowley has used the same database system since 1991) allows for easy long-term trend analysis when required.

**7R1 Measuring Effectiveness and Meeting the Institution’s Needs**

The most obvious evidence that the College’s system for measuring effectiveness meets its needs in accomplishing its mission and goals is the steady growth in enrollment. With the exception of two years (1998 and 2004), Cowley has had an average annual growth of 7 percent since 1991. The College has grown to be the fourth-largest community college in Kansas. Since state funding is largely based on enrollment growth, this has been a primary method of measuring the College’s overall effectiveness (Figure 5.8).
Meanwhile, the student persistence and success rate has improved. The number of students who successfully completed their courses with a grade of “C” or better improved from 83.46 percent in fall 2003 to 84.08 percent in fall 2004, and from 84.39 percent in spring 2003 to 84.93 percent in spring 2004 (Figure 7.1).

**7R2 Comparing Results With Other Higher Education Institutions**

Cowley College also uses data collected from annual employee surveys to indicate whether the institution is meeting employee needs and supporting the mission and goals. The College received 122 responses in 2005, up six percent from 2004.

Cowley's unprecedented growth during the past two decades has allowed it to pass at least five other Kansas community colleges in size. Rather than one sudden spurt, the growth has been steady, increasing every year except two since the current data collection system was installed in 1991.

**7I1 Improving Current Processes and Systems for Measuring Effectiveness**

Cowley has a long history with quality improvement. As part of an AQIP action project, all employees are developing job targets, which includes their individual goals, plan of action, measurements, and timeline for the year. Each spring, employees conduct an analysis of the results and prepare new goals. These job targets are reviewed with the supervisor and used as a basis for developing departmental goals. These are then shared with the Administrative Council, which uses them to set the College’s priorities as part of the strategic planning process. This approach allows for a “grass-roots” system for improving the College’s processes and measurements.

The Dean of Research and Technology meets on a regular basis with the Vice President of Academic and Student Affairs and department chairs to obtain feedback on current processes. This information is used to improve the process. As a result of feedback from faculty and students, the College has developed a faculty access site from the Cowley web page to allow instructors to access their courses and student information from their home computer. The faculty access site is used for sending SARs, recording attendance, reporting grades, and emailing students.

**7I2 Setting Targets for Improving Measuring Effectiveness**

a) On an individual basis, employee job targets are reviewed and the results measured, indicating the effectiveness of the job target.

b) On a collegewide basis, the Administrative Council annually reviews the goals and objectives of the strategic plan and measures the effectiveness of each, thus setting new targets for continuous improvement.

c) The College’s computer system allows collection of data. However, there is not always time and staff to thoroughly analyze the data. One priority involved better systematic use of collected data.

d) During the annual fall in-service, the President reviews the Strategic Plan with all employees. Priorities are outlined for the upcoming year and the rationale for selecting those items are shared. As described in 7I1, these items are a culmination of the individual job targets created by each employee.

e) Several other methods are used to communicate the results and improvement priorities. Once or twice a year, the president meets with every employee.
in small groups called “BAM meetings.”

These are informal question and answer sessions.

f) The President also prepares an annual report that is shared with all stakeholders: employees, students, alumnii, and community members.

g) In addition, the more important measurements are updated daily (or in some cases in “real-time” on demand) on the College’s Intranet.
Cowley’s Mission Statement: Cowley County Community College & Area Vocational-Technical School is committed to learning excellence and personal enrichment in an open access environment.

8C1 Vision for the Next 5-10 Years

The institution’s long-term vision is encapsulated in the Statement of Institutional Purpose:

I. Academic and Personal Enrichment: The College will provide accessible curricula in an environment that promotes individual growth and personal enrichment.

II. Support Services: The College will facilitate academic growth and the development of life skills.

III. Community Development: The College will foster development of the community through public service programs and partnerships with business and industry.

IV. Fiscal Soundness: The College will secure financial support from various resources and maintain a financially stable institution.

V. Ethics: The College will emphasize a sense of fairness, citizenship, and tolerance for the views of others.

8C2 Institution’s Short- and Long-Term Strategies

Cowley has several ways of developing short- and long-term strategies. The Statement of Institutional Purpose items are seen throughout the goals as established for the KBOR. (See chart Goal Alignment Matrix 8.1.) Those goals are as follows and detailed on the Performance Agreement Application and Reporting Form:

Institutional Goal 1 (KBOR Regents System Goal A): To expand partnerships with other educational institutions, governmental agencies, and business and industries.
1a. Increase number of partnerships
1b. Increase number of course sections offered in conjunction with a Cowley partner
1c. Increase number of students enrolled in course sections offered in conjunction with a Cowley partner

Institutional Goal 2 (KBOR Regents System Goal B): To improve the success of students as measured by retention, attainment of student goals, and persistence.
2a. Increase the percentage of students retained from fall to fall
2b. Increase the percentage of students who attain their goal
2c. Increase the percentage of under-prepared students who persist to the end of the semester

Institutional Goal 3 (KBOR Regents System Goal C): To expand Cowley’s Aviation Technology Training
3a. Increase the number of course sections
3b. Increase the number of students enrolled
3c. Increase the number of students who complete certification

In addition to the KBOR goals, the College is working on four Action Projects that target the following: Improving institutional effectiveness, strategic planning, providing a quality education to all students, and providing an improved professional development and mentoring system.
**8P1-8P6 Planning and Implementation Processes**

Cowley's planning process is designed to allow for input by all individuals and work groups, and to be flexible in identifying new opportunities. Figure 8.2 shows the input from various stakeholder groups into the planning process. Integral to the working of this strategic planning process is the submission of individual and work group goals by way of Job Targets. A general outline of the process follows.

1. Individuals complete Job Targets, with goal setting, assessment and measurements, results and/or use of results, and hand in to the appropriate dean or administrator, as determined by the most recent organizational chart by May of each year.

2. Each division and department, facilitated by their dean or administrator, will collectively prioritize the target goals, based on job targets, department objectives, program review, and stakeholder feedback. They also will determine which goals can be addressed by the division or department and become work

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**GOAL ALIGNMENT MATRIX**

<table>
<thead>
<tr>
<th>Cowley Mission</th>
<th>North Central Principles</th>
<th>Kansas Board of Regent Goals</th>
<th>AQIP Strategies</th>
</tr>
</thead>
</table>
| #1- Academic and Personal enrichment | #1- Goals are stated  
#2- Values and supports teaching  
#3- Creation of learning environments  
#4- Resources support learning and teaching | Goal B- Outcomes | Action Project #3  
Provide a quality education to students at all academic levels |
| #2- Support Services | #2- Values and supports teaching  
#3- Creation of learning environments  
#4- Resources support learning and teaching | Goal C- Workforce Development  
Goal D- Targeted Participation | Action Project #4  
Plan and implement an employee professional development and mentoring system |
| #3- Community Development | #3- Creation of learning environments | Goal A- Efficiency  
Goal C- Workforce Development | Action Project #1  
Review & Improve the Strategic Planning Process |
| #4- Fiscal Soundness | #4- Resources support learning and teaching | Goal C- Workforce Development  
Goal E- External resources | Action Project #1  
Review & Improve the Strategic Planning Process  
Action Project #2  
Improve the systematic tracking and measuring of institutional effectiveness |
| #5- Ethics | #1- Goals are stated  
#2- Values and supports teaching | Goal B- Outcomes  
Goal D- Targeted Participation  
Goal E- External resources | Action Project #2  
Improve the systematic tracking and measuring of institutional effectiveness  
Action Project #3  
Provide a quality education to students at all academic levels |

Figure 8.1
group goals, and which goals need to be addressed by the Administrative Council, becoming Collegewide goals.

3. The Administrative Council meets in June to discuss and prioritize target goals based on the List of Strategies for Prioritization.

4. The Board of Trustees will tentatively approve the prioritized goals.

5. The prioritized goals are then approved to start the new fiscal year.

6. The goals are shared with the College at the annual August inservice, along with rationale for prioritization.

**List of Strategies for Prioritization**

- Mission Statement
- Core Values
- Scope of Impact
- Community
- Risk Assessment
- Budget/Resources—Cost/Benefit Analysis
- Length of Commitment
- Time Frame for Implementation
- Other Critical Issues
The planning cycle occurs in three major time stages.
1. Fall – Renew goals, develop strategies
2. Fall and spring – Implement action plans, set new goals
3. Summer – Measure outcomes by analyzing data, conduct environmental scanning and meet with advisory boards.

**8P7 Ensuring Faculty, Staff and Administrator Capabilities are Nurtured**

Through the job target process, needs are discussed with the appropriate supervisor. Instructor job targets are discussed with the Vice President of Academic and Student Affairs. During this meeting, needs are discussed and professional development areas are targeted to ensure faculty capabilities in relation to goals.

**8P8 Measures of Effectiveness Collected and Analyzed**

The job target process has been implemented for one planning cycle, on a pilot basis. The first complete use of the process was in year 2004-2005. A key measure of the process was the goals completed by the employees in relation to the job target. The effectiveness of the process will be determined by the annual employee survey.

**8R1 Results for Accomplishing Institutional Strategies and Action Plans**

Information on KBOR goals is available on the College web site, and the AQIP Action Projects have not been completed.

**8R2 Projections of Performance for Strategies and Action Plans**

See chart Performance Agreement Application and Reporting Form for three-year targets and the Action Projects three-year plan, accessible from the Cowley web site.

**8R3 Comparing Strategic Projections to Those of Other Higher Education Institutions**

Due to the varying nature of the Action Projects and Performance Agreements, no comparative information is available.

**8R4 Evidence That Continuous Improvement Plan is Effective**

In October 2004, all faculty and staff were divided into “category teams,” with each group discussing specific issues related to that particular category. Those assigned to Category 8 were surveyed relative to the planning process. The following results were tabulated:

- a. Did you establish your own Job Target or was it “given to you”? 100 percent established their own target
- b. Have you found your Job Target to be relevant to your work? 100 percent believe their Job Target is relevant
- c. Has your supervisor met with you to discuss your progress now that we are near half way through the year? 70 percent of employees have met with their supervisor to discuss their progress

**8I1 Improving Current Processes and Systems for Planning Continuous Improvement**

At the same inservice, the participants were asked how to improve the continuous planning cycle. Various responses are included below. These responses are given to the Strategic Planning Team for analysis and implementation if desired.

- Must attempt to make everyone see the
importance of his or her contributions to the whole
- Each department should have a contact person or a trained person who can answer questions concerning continuous improvement. This will keep everyone up to date with the process and what is going on.
- If one level (of communication) breaks down, it should be held accountable
- Hold individuals accountable to his or her job targets
- Surveys or questionnaires to faculty and staff for their input
- Inservices are better than e-mails or information on the Intranet

812 Setting Targets for Improvement

Based on the completion of job target goals, employees determine their new job targets using data and feedback from the appropriate supervisor. The College goals, developed from the personal and work-group goals, are communicated with the faculty and staff during the fall inservice.

Another method of communicating results and improvements is through the College’s Intranet. Action Project reports, as well as other forms of data, are available to all employees.
Cowley began as a rural community college that depended on local partnerships. However, the mission and service area have grown with the development of outreach facilities in Wichita and the development of instructional delivery through IDL/ITV and telecourses. As the College’s service area has grown, collaborative relationships also have expanded. Realizing the College cannot address all of these relationships, focus will be on relationships that can be categorized into four areas for investigation.

9C1 Key Collaborative Relationships

Cowley maintains key partnerships that fall within these four general categories:

1. Educational institutions
2. Community
3. Business and Industry
4. Governmental and regulatory agencies

Figure 9.1 focuses on Cowley’s key partnerships and how these relationships are beneficial in helping the College meet the needs of stakeholders.

9C2 Reinforcing the Institution’s Mission Through Collaborative Relationships

The relationships in Figure 9.1 support the mission of the College “to provide learning excellence and personal enrichment in an open access environment,” either directly or indirectly. While qual-

<table>
<thead>
<tr>
<th>KEY COLLABORATIVE RELATIONSHIPS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Institutions</strong></td>
<td></td>
</tr>
<tr>
<td>State colleges, universities and community colleges</td>
<td>Transfer, articulation, information sharing, consortia, partner programs</td>
</tr>
<tr>
<td>Unified school districts</td>
<td></td>
</tr>
<tr>
<td>• Superintendents/principals</td>
<td>Distance learning partnerships, recruitment, concurrent enrollment, articulation agreements, TRIO programs, partners in grants</td>
</tr>
<tr>
<td>• Area high schools and middle schools</td>
<td></td>
</tr>
<tr>
<td>College Board of Trustees</td>
<td>Elected officials, policy approval</td>
</tr>
<tr>
<td>Workforce Development Center</td>
<td>Training opportunities, placement, economic development, skills assessment</td>
</tr>
<tr>
<td>Alumni, Athletic Department boosters (Tiger Booster Club); Endowment Association members, community members</td>
<td>Financial support; participation at college events, committee membership, strategic planning</td>
</tr>
<tr>
<td>Area associations and civic organizations, ie: Chambers of Commerce, Rotary, arts councils, etc.</td>
<td>Joint community projects, service learning initiatives</td>
</tr>
<tr>
<td>City and county governmental and social agencies</td>
<td>Support/public safety/health services</td>
</tr>
<tr>
<td><strong>Business and Industry</strong></td>
<td></td>
</tr>
<tr>
<td>Advisory committees</td>
<td>Guidance in curriculum development, support, information sharing, student employment</td>
</tr>
<tr>
<td>Key business and industry partnerships i.e. Boeing Military, Spirit Aerosystems, Cessna, Raytheon, British Aerospace Engineers (BAE), General Electric, Rubbermaid, Financial institutions</td>
<td>Custom training, credit/non-credit training, student placement, curriculum and equipment review, internships, advisory committee representation</td>
</tr>
<tr>
<td><strong>Governmental and Regulatory Agencies</strong></td>
<td></td>
</tr>
<tr>
<td>Kansas Board of Regents</td>
<td>Governing, program approval</td>
</tr>
<tr>
<td>Licensing Boards</td>
<td>Accreditation, certification of programs</td>
</tr>
<tr>
<td>• State Board of Cosmetology, State Board of EMS, State Board of Nursing</td>
<td></td>
</tr>
<tr>
<td>State and Federal agencies</td>
<td>Budgeting, governing, grants and funding</td>
</tr>
<tr>
<td>Higher Commission on Learning</td>
<td>Accreditation, AQIP</td>
</tr>
</tbody>
</table>

Figure 9.1
ity instruction is essential, a beautiful campus, friendly and supportive staff, state-of-the art equipment, and superior student support services contribute to the best possible learning environment. All this would not be possible without understanding the needs of the students and, ultimately, the needs of those with whom the College has established working relationships.

Input from these relationships, obtained in both formal and informal methods, help improve the quality of services provided for the students and community. Shared information communicates future needs and trends, allowing the College to act informatively and in a timely manner. Without this information, it would not be possible to develop a long-term vision to support the mission.

9P1 Building Relationships
Cowley recognizes four key partnerships, of which two will be discussed: educational institutions and business and industry.

Educational Institutions
Relationships between the College and educational institutions are formal in nature and are vital to the stability, credibility, and growth of the College. The President and Vice President of Academic and Student Affairs meet with officials from the Kansas Board of Regents to assure relationships are in place to allow for effective learning. Funding must be available to support all processes. The quality of education offered by the institution is verified by accrediting and licensing agencies, as well as four-year transfer institutions. Enrollment and recruiting successes are a direct result of relationships and articulation agreements with secondary schools. Campus activities such as “Senior Day,” “Principal/Counselor Day” and “Technology Day” draw high school students, counselors, and members of the community to campus. In addition, each semester nearly 400 high school juniors and seniors take advantage of dual/concurrent credit learning opportunities in which they obtain Cowley credit prior to graduating from high school. Concurrent offerings are a direct result of collaborative agreements and relationships with area high school superintendents, principals and counselors. Communications and membership on advisory committees with two- and four-year schools helps the College develop and offer courses that transfer or articulate to these schools, and facilitate the students’ transfer process.

Business and Industry
Business and industry provides feedback to departments through advisory boards, which review curriculum and support recruiting and placement of students. The direct result of developed business partnerships include providing internships for students while in school. BAE Corp., for example, provides scholarships to students from the community who work at their facility part-time while attending technical classes. Upon graduation, students have the opportunity to become full-time employees.

Relationships have been developed within the community to provide certificate of training programs, such as the partnership at Cowley’s northern campus with Spirit Aerosystems Inc., formerly Boeing’s commercial airplane division in Wichita.

English as a Second Language (ESL) and occupational Spanish training classes were developed and offered in response to a need in Arkansas City when a beef processing facility located within the community.

Businesses such as banks rely on the College to provide ongoing com-
puter skills training for employees. Manufacturing businesses depend upon the College to provide job skills training to improve and enhance the local workforce.

Advisory boards are another example of valuable collaborative relationships. They are a source of information for instructors seeking guidance concerning needs of business and industry, student competencies desired by employers, curriculum updates, or technological changes in the field. Members are chosen by College program directors from business and industry managers and personnel working in a field related to the College program of study. Advisory board members often provide placement opportunities for graduates. Membership is for a minimum of three years but is renewable if the member is active and is willing to serve for a longer period of time. Board members are surveyed to assure they feel their input is valued and their recommendations are implemented.

9P2 Meeting the Needs

Cowley often uses surveys to provide data to ensure stakeholders’ needs are being met. Surveys are administered to advisory board members, employers of graduates in technical programs, students, administration and members of the community in regard to the following: quality of instruction, perception of the College, and various interoffice topics. Survey data is reviewed by appropriate parties and acted upon.

Advisory boards have been instrumental in bringing about changes in curriculum and purchase of equipment. Evaluation of instruction indicates to an instructor whether changes should be made in delivery methods. Businesses that hire graduates assess the skills these students possess after graduation, and recommend instruction in areas where skills or performance could be enhanced.

All instructional programs complete an annual program review that is reviewed by the College administration and the Board of Trustees. Information obtained in these documents is reviewed and recommendations are made for improvements.

Other testing or survey instruments relating to student learning and satisfaction are addressed in AQIP Category 1.

9P3 Creating and Building Relationships Within the Institution

Since good communication is the key to improving relationships within the College, better communication continues to be a priority and a work in progress. Input from discussion groups in fall 2004 indicated that employees were unsure what office to contact for information in a particular situation. As a direct result, each department and employee is highlighted in a new web page creation titled Cyber Faces & Places. Cowley’s web pages continue to grow and develop, providing students, employees, and other interested parties with valuable information about the College and its functions.

All employees are encouraged to grow and develop by participating in professional development opportunities. Topics for training are determined through one-on-one employee interviews, employee questionnaires and surveys, and feedback from department chair persons and supervisors. Training geared toward College processes is presented by employees in the office area that handles those processes. In this way, employees learn from those directly involved and the proper methods of submitting required information to improve the day-to-day business systems of the College.

Internal councils, boards, and departments hold regular meetings to pass
along information to those in other areas of the College. Special recognition is given monthly to employees who have birthdays that month. Special events are held to honor years of service and retirements. The President and other members of the administration meet with each department during the year to share information and answer questions. The Vice President of Academic and Student Affairs meets each semester with department secretaries to improve consistency in processes.

9P4 Collecting and Analyzing Relationship Measures
Measurement of relationships with educational institutions is directly correlated with enrollment trends and transfer capabilities to other institutions. Cowley continues to build its recruiting base and additional partnerships with other institutions. The sharing of information is a natural occurrence as articulation agreements are developed. Community partnerships are initiated and improved as new training opportunities through business and industry meet community needs. Economic development is pursued, including having representation from Cowley as an interactive partner. Advisory committees share and provide guidance within their fields of expertise through student placement, review of programs, review of skills of graduates and internships. Government agencies provide support and funding to assist in developing relationships that directly benefit the student base.

In conjunction with the KBOR, the College has developed an institutional goal to expand partnerships (KBOR Performance Agreement #1). This will be measured by monitoring new partnerships established, with a target of five new partnerships per year, and an increase in courses offered in conjunction with new partnerships. This performance agreement will be tracked over a three-year period.

Measuring and analyzing results can be problematic. Cowley stresses the importance of partnerships and making positive contributions to the communities it serves. Cowley has made partnerships a focus of the institution and has recently hired a Dean of Corporate Education and Director of Business and Industry to help establish new partnerships in Cowley, Sumner and Sedgwick Counties. Cowley's surrounding community is of vital importance to the welfare and long-term viability of the College environment. Results from surveys that are available are analyzed and reviewed by the appropriate College officials. Clear results from articulations and concurrent enrollment are measured in graduation success rates and enrollment data.

9R1 Results in Building Relationships
The results from collaborative relationships cannot truly be measured at this time. The College seeks partnerships and continues to build relationships in all areas. In 2004, the College increased new partnerships by 7 and had a 5% increase in courses offered in conjunction with these partnerships. The positive gain from these relationships is a growing and productive college environment and community. The College will continue to develop tangible measures for these relationships that can provide information for strategic planning and goal attainment within this area.

Measures currently used include Advisory Committee Surveys (Figure 3.6).

9R2 Comparing Results With Other Higher Education Institutions
Cowley seeks as a long-term goal to
develop tangible measures and comparison data to determine the net impact that successful collaborative relationships have on the College environment. Due to the diverse nature of these measures, results of these efforts will be difficult to compare to other institutions and provide benchmarking data.

911 Improving Current Processes and Systems
The current process of developing relationships can be enhanced after the development of measures and data. A strategic plan for this process will be developed, implemented and evaluated on a yearly basis. Long-term viability of current relationships will be evaluated and enhanced to provide additional positive impact. New relationship needs will be defined through strategic planning and pursued to provide Cowley the opportunity to provide the most positive impact possible.

912 Setting Targets for Improvement
Improvement priorities:
1. Develop tangible measures and comparison data to determine impact of relationships
2. Strategic planning for long-term vision of building and maintaining relationships
3. Increase number of articulation agreements (target: 10 high schools)
4. Increase attendance and membership on advisory committees (target: 15 percent increased attendance/membership)

Future goals include developing additional communication avenues to enhance relationships. Flow charts outlining the processes for developing relationships could be developed, as could a process for members of the College to identify potential partnerships. Once these tasks are identified, process training should be initiated throughout the institution.
Appendix A:
Common Student Learning Outcomes

Communication Skills

Demonstrate the ability to

- comprehend written information and analyze, summarize, and apply what has been read to a specific task
- write in an accurate, correct, and understandable manner
- listen for critical and aesthetic content
- speak in an accurate, correct, and understandable manner

Computation Skills

Demonstrate the ability to

- apply mathematical concepts and reasoning by analyzing and using numerical data

Critical Thinking and Problem Solving Skills

Demonstrate the ability to

- recognize and define problems
- devise and implement solutions

Technology Skills

Demonstrate

- computer literacy skills
- the ability to retrieve and manage information through the use of the internet

Community Skills

Demonstrate

- an awareness and appreciation of cultural, social, and artistic diversity
- ethical principles such honesty, integrity, and tolerance

Interpersonal Skills

Demonstrate the ability to

- work together in a group to reach a common goal
- maintain positive relations with others and resolve conflicts
### Personal Quality Improvement Plan

**Job Target 2005-2006**

<table>
<thead>
<tr>
<th>Name:</th>
<th>Department:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title: Instructor</td>
<td>Initial conference date:</td>
</tr>
<tr>
<td>Supervisor/Department chair</td>
<td>Follow-up conference date:</td>
</tr>
</tbody>
</table>

#### MAJOR GOAL

<table>
<thead>
<tr>
<th><strong>Goal/Target</strong></th>
<th><strong>Activities</strong></th>
<th><strong>Measurement</strong></th>
<th><strong>Timeline</strong></th>
<th><strong>Results</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>(What you want to accomplish)</td>
<td>(How are you going to accomplish this goal?)</td>
<td>(How will you know that you have accomplished it?)</td>
<td>(When will major pieces of the goal take place?)</td>
<td>(Did it work? What can you carry over for next time? What didn’t work?)</td>
</tr>
<tr>
<td><strong>Instructional focus</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>College focus</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>Specific course focus</strong></td>
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</tbody>
</table>
# Appendix C: Graduate Survey

## Cowley College Degree and Certificate Graduate Survey

Your evaluation of Cowley College instruction:

<table>
<thead>
<tr>
<th>Quality of instruction</th>
<th>Instructors' knowledge of subject(s)</th>
<th>Course objectives &amp; requirements made clear</th>
<th>Content of course(s)</th>
<th>Methods of instruction</th>
<th>Testing and grading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Poor</td>
<td>Poor</td>
<td>Fair</td>
<td>Good</td>
<td>Very Good</td>
<td></td>
</tr>
</tbody>
</table>

11. Quality of instruction

12. Instructors' knowledge of subject(s)

13. Course objectives & requirements made clear

14. Content of course(s)

15. Methods of instruction

16. Testing and grading

17. Class size

18. Availability of courses at convenient times

Your evaluation of Cowley College services:

<table>
<thead>
<tr>
<th>ADA services</th>
<th>Admission/registration procedures</th>
<th>Bookstore</th>
<th>Business office</th>
<th>Cafeteria</th>
<th>Career planning &amp; guidance</th>
<th>Counseling services</th>
<th>Course advising</th>
<th>Financial aid</th>
<th>Health services</th>
<th>Housing</th>
<th>Library/learning resources center</th>
<th>Student activities</th>
<th>Student Success Center</th>
<th>Tiger Deli</th>
<th>Tutorial services</th>
<th>Veterans office</th>
</tr>
</thead>
<tbody>
<tr>
<td>Didn't Use</td>
<td>Very Poor</td>
<td>Poor</td>
<td>Fair</td>
<td>Good</td>
<td>Very Good</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

19. ADA services

20. Admission/registration procedures

21. Bookstore

22. Business office

23. Cafeteria

24. Career planning & guidance

25. Counseling services

26. Course advising

27. Financial aid

28. Health services

29. Housing

30. Library/learning resources center

31. Student activities

32. Student Success Center

33. Tiger Deli

34. Tutorial services

35. Veterans office

**Satisfaction with your growth in the following areas as a result of your education at Cowley:**

<table>
<thead>
<tr>
<th>Ability to organize ideas</th>
<th>Ability to think critically</th>
<th>Ability to write with clarity</th>
<th>Ability to speak with clarity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Dissatisfied</td>
<td>Dissatisfied</td>
<td>Satisfied</td>
<td>Very Satisfied</td>
</tr>
</tbody>
</table>

36. Ability to organize ideas

37. Ability to think critically

38. Ability to write with clarity

39. Ability to speak with clarity

40. Ability & skills in problem solving

41. Knowledge of methods and problems in the social sciences

42. Knowledge & skills in mathematics

43. Awareness & appreciation of the arts and humanities

44. Awareness & understanding of ethics

45. Awareness & understanding of computer technology

46. Your overall experience at Cowley