Comprehensive Quality Review Report

To
Institution: Cowley County Community College and Area Vocational-Technical School
City, State: Arkansas City, KS
Date of CQR Visit: 03/07/16

For
Higher Learning Commission

Evaluation Team

Indicate Chair

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Background and Purpose of Visit

A. Overview of CQR

A Comprehensive Quality Review (CQR) is required during the final year of the AQIP Pathway cycle and may also occur in the fourth year based upon institutional request or Commission determination. The goals of the CQR are to:

- Provide assurance that the institution is meeting Commission's Criteria for Accreditation. (With respect to the optional mid-cycle CQR, alert the organization to areas that need attention prior to its next Reaffirmation of Accreditation. Such concerns may be signaled during the Systems Appraisal process in the third year of the cycle.)
- Provide assurance that the institution is meeting the Federal Compliance Requirements (eighth year only).
- Facilitate the institution’s continuing quality improvement commitment, confirming that a developing or established Continuous Quality Improvement (CQI) culture and infrastructure exist that advances organizational maturity in relation to the AQIP Pathway Categories.
- Verify any issues identified in Action Project Feedback Reports, Systems Appraisals or Commission actions.
- Validate process level development and deployment as described in the Systems Portfolio.
- Identify actions taken to minimize identified strategic issues and to alleviate potential accreditation issues.
- Review CQI priorities and progress including how Action Projects are integrated into an institution’s overall performance improvement strategy.
- Review distance and/or correspondence education delivery if applicable (eighth year only).
- Evaluate distributed education (multiple campuses) if applicable (eighth year only).
- Develop an initial recommendation regarding Pathway eligibility (eighth year only).

B. Purpose of Visit and Institutional Context

Include a statement that indicates the primary purpose of the evaluation. You should reflect all the elements in the visit description. Example: The team conducted a comprehensive evaluation visit that included a multi-campus review and an embedded change review.

For Institutional Context provide a statement of the basic characteristics of the institution. Example: mission of the institution, any special comments on changes to the institution since its last
comprehensive evaluation including new administrative team members, anything notable about the institution’s strategic plan, and so on.

The Higher Learning Commission visiting team conducted a comprehensive quality review visit at Cowley County Community College and Area Vocational-Technical School (Cowley) on March 7-9, 2016. Cowley 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. Cowley’s mission statement is “Cowley College is committed to providing opportunities for learning excellence, personal achievement, and community engagement.”

The College has 1 campus, 6 sites, and is approved for distance education courses and programs. Cowley provides 80 associate degree programs and 15 certificates. The institution fosters a close relationship with the community for the continued efforts of helping students learn and meeting student needs. For example, the institution involves the community in its continued commitment to student athletics through the foster parent program available to international students and the Academic Civic Engagement through Service (ACES) co-curricular learning program which promotes student community service hours. The institution also engages its demographic through community based programs such as the Golden Tigers program available to community members upon the age of 50. Still, at the heart of the institution, is student learning and using Cowley resources to move students from the entrance process to each student’s completion goal.

Recently, new leadership at Cowley reaffirmed a culture of Continuous Quality Improvement by a call to action in renewing and engaging the College in refining its mission statement, solidifying and publishing its strategic plan, and engaging the campus in moving forward in considering its current resources and carving the path in its future direction.

C. Unique Aspects or Additions to the Visit

List the specific additional evaluations conducted as part of the visit. These may include an embedded change request, additional location confirmation visit, campus evaluation visit, etc. Separate documents are included with this report packet.

Also list any unique aspects to the review, such as met with high school instructors, met virtually with overseas faculty, met with contractual partner for new distance education offerings. Simply provide a list in this section, as the topics will be elaborated on below or in separate documents.

Cowley offers residential housing to its students and, specifically, opportunities for international students to integrate into the community by continuing systematic efforts in its foster parent program. Cowley intentionally seeks out international students for its student athletic program and offers a bridge for community involvement which builds its fan base. This, in turn, provides a pathway for acclimating to the United States, the Midwest, and to the campus. The institution also has athletic facilities on campus and close to campus that promote a robust 13 collegiate level men’s and women’s sports program. The athletic fields are well maintained and enjoyed by the students and the community. Recently, the college built the Travis Hafner Training Center which is a short drive from campus. The facility is located by the Tiger Ball Park and the Athletic Complex.

The diversity on campus primarily rests with the international students, although the demographic area is increasing in Hispanic population. As the College continues with a systematic approach in recruiting and engaging international students, the College is uniquely positioned to grow its diversity initiatives on campus, including its workforce.
D. Additional Locations or Branch Campuses Visited (if applicable)
Not applicable. None assigned.

E. Distance Delivery Reviewed

If applicable, summarize the distance and correspondence education reviewed as part of this evaluation. Reviewers are required to evaluate an institution’s distance and correspondence education as part of the comprehensive evaluation and to ensure that the institution’s stipulations on distance and correspondence education are accurate. The “Protocol for Reviewing Distance Education and Correspondence Education” is included with this report packet. Do not include the team’s commentary or evaluation findings in this section; these belong in the Criterion section. See the Criterion section for more information.

Cowley’s distance education program was reviewed by the Peer Review Team. The team’s commentary and evaluation are incorporated into the appropriate Criteria.

F. Notification Related to Third Party Comments

The Higher Learning Commission (HLC) did not receive any third party comments to forward regarding Cowley County Community College. The team reviewed the institution’s efforts to solicit comments, and no comments were submitted.

II. Compliance with Federal Requirements

See the separate Federal Compliance packet, “Documents Supporting the Preparation of Institutional and Team Materials to Address the Federal Compliance Requirements," in preparing this section. The team’s worksheet should be included with the report as an appendix.

III. Fulfillment of the Criteria for Accreditation

Determining a Core Component is Met, Met with Concerns, and Not Met

The team conducts its review and determines whether the Core Component is Met, Met with Concerns, or Not Met. The team incorporates its review of the Sub-components into the review of the related Core Component. Beneath each Core Component, the team provides its findings in evidence statements. Evidence statements are typically 2-3 sentences in length and include the context, the evidence, and the finding of team. Some evidence statements
may need further support with bulleted evidence sentences that address the Core Component and include the subcomponents as appropriate to the institution. Each evidence statement should address only one topic.

The evidence statements should present an accurate assessment of the institution in relation to the Core Component, including both positive and negative findings. However, the balance of the statements should support the overall determination of the team for that Core Component and for the Criterion. The statements in total must lead to and support the team determination on the Core Component and Criterion. Note: In some cases, a single area may be of such concern that it alone shifts the balance to a Core Component being Met with Concerns or Not Met.

The word “concern” needs some definition. The Commission assumes that institutions that meet the Criteria and Core Components can always improve and that evaluation teams will routinely identify issues and comment on ways an institution might or even should improve in relationship to the Criteria. These are not accreditation concerns.

Concerns, as defined in relationship to the Criteria, are accreditation issues that require the Commission to intervene and monitor the institution to ensure that issues have been resolved. When a team determines that a Core Component is met, improvements may be indicated, but no monitoring should be recommended.

However, when a team determines that a Core Component is met, but identifies an issue that must be improved and requires Commission monitoring at the level of a monitoring report or focused visit, the team should indicate that the Core Component is “Met with Concerns” and recommend the appropriate monitoring. Often such issues are more pervasive or chronic; they may have been cited in previous evaluations and improvements have not been made or the improvements made are not sufficient.

If there are multiple issues that indicate deep, systemic problems at the institution or the evidence is so lacking that it fails to demonstrate that the institution fulfills the Core Component, the team will indicate that the Core Component is “Not Met.” Evidence for Each Core Component. Following the determination of each Core Component, the team presents evidence that supports its determination. Evidence should be provided in evidence statements as defined above.

**Determining a Criterion is Met, Met with Concerns, and Not Met**

Criterion Is **Met**. If all of the Core Components are met, the Criterion is met.

Criterion Is **Met with Concerns**. If any Core Component is met with concerns, the team must find that the Criterion is met with concerns. In Part V of the team report, the team will recommend monitoring appropriate to the concerns. If the team identifies serious concerns with one or more Core Components or finds that multiple Core Components are met with concerns, the team chair should consult with the Commission staff liaison to determine whether the team should recommend that the institution be on Notice.

A note on recommendations for monitoring. Institutions in the Standard or Open Pathway will have a review within four years of the current comprehensive evaluation. Institutions in AQIP have frequently interactions with the Commission as a part of this Pathway. Therefore, the past practice of monitoring institutions through progress reports is not useful in this new approach to reaffirmation and the progress report option has been eliminated. Monitoring options are limited to monitoring reports and focused visits.

Criterion Is **Not Met**. If any Core Component is not met, the Criterion is not met. In these instances, the team will recommend either probation or withdrawal of accreditation.
Summary Statement on Each Criterion. Following the determination of each Criterion, the team summarizes its findings and observations on the overall Criterion, including strengths, opportunities for improvement, and advice. If the Criterion is met with concerns or the Criterion is not met, the team summarizes its rationale and evidence. The team’s recommendation is made in Part VI of the team report.

Criterion One: Mission. The institution’s mission is clear and articulated publicly; it guides the institution’s operations.

Core Component 1A: The institution’s mission is broadly understood within the institution and guides its operations.

Subcomponent 1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.

Subcomponent 2. The institution’s academic programs, student support services, and enrollment profile are consistent with its stated mission.

Subcomponent 3. The institution’s planning and budgeting priorities align with and support the mission.

Team Determination:  
☑ Core Component is met  
☐ Core Component is met with concerns  
☐ Core Component is not met

Provide evidence statements that address institutional strengths, needed institutional improvements, and accreditation concerns. The statements in total must lead to and support the team recommendation on the Core Component and Criterion.

Evidence:

The Mission is reviewed as part of the Strategic Planning Process by the Administrative Council and the Board. It is reviewed during the crafting of the AQIP Systems Portfolio.

The College’s mission is reviewed and renewed each year by all stakeholders, including administration, faculty, staff, and the Board of Trustees. The College renewed its mission upon the arrival of a new president. Although the process was followed to include all stakeholders in the renewal of the mission which resulted in minor work changes that did not mandate HLC approval, some staff and faculty felt the process was not inclusive.

The College’s Strategic Plan is drafted through collaborative efforts and is operationalized by numerous teams which include team members from all areas of the College. All employees are encouraged to join a team and participate in the process.

The Strategic Plan is shared with all stakeholders throughout the campuses by full day in-services for all employees, at which time the campus is closed. The President owns the process of communicating the plan to the campus and sites.
The Board of Trustees holds planning retreats to review, update, and create the strategic plan. The Board of Trustees receive updates on the Strategic Plan at its monthly meetings.

The direction of the College is communicated to all staff by the administrative team members. In addition, the President sends regular communications (such as “Tiger Talks”), holds full day in-services, and the respective vice presidents work with their faculty and staff to move forward 12 strategic teams.

Cowley’s academic programs are aligned to learning, community development and engagement, and workforce partnerships. The College’s efforts to support student learning and development are aligned to its available support services such as no-cost tutoring TRIO, and library services. The College provides a one-stop enrollment services for students as well as services that promote students to develop and align their learning needs with a stated career choice or the option to explore career possibilities with academic advisors.

The mission supports educational partnership building such as offering concurrent and dual enrollment courses to high school students. The College is also working with middle school students to discuss college and career options.

The College uses career advisory boards to support the mission of learning and to keep programs current with workforce skills.

The College fosters relationships with partner schools to foster a transfer pathway for students. The College has numerous 2+2 programs.

During the HLC team’s campus visit, employees voiced that student learning, community engagement, and meeting the needs of the community remain the center of their daily work habits and goals.

College administration, faculty, and staff voiced that they know College resources were tied to student learning first. Employees at the institution were keenly aware that educational funding from the State of Kansas may be changing. Employees felt as if they had an opportunity to align their needs with the mission of the College. Yet, some remain unsure how the College was defining essential employee compared to non-essential employee.

Annual goals and budgetary needs tied to the mission are prioritized by the Administrative Council and the Board of Trustees as part of the Strategic Planning Process.

During the HLC visit, the Board of Trustees voiced that the mission, which centers on student learning, was at the center of all budget planning and discussions. The Board also voiced that they know they had a responsibility to the tax payers to align all budget decisions to mission.

Core Component 1B: The mission is articulated publicly.

**Subcomponent 1.** The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.

**Subcomponent 2.** The mission document or documents are current and explain the extent of the institution’s emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
Subcomponent 3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Team Determination:  
- [x] Core Component is met
- [ ] Core Component is met with concerns
- [ ] Core Component is not met

Evidence:

The mission is clearly published on the College website, along with the core values, and is published in key documents such as the President’s Annual Report, College Catalog, Business and Industry Training Brochure, and the Alumni Report.

The Statement of Institutional Purpose and Commitments includes Academic and Personal Enrichment, Support Services, Community Development, Fiscal Soundness and Ethics.

At the start of each semester, the College President and key administrators provide a status update to employees regarding College goals, College initiatives, and current action projects.

The mission is included in the published and shared strategic plan.

The mission shared with the Cowley campus community as it is posted on campus and known by employees.

The mission of the institution is shared with new employees upon hiring and with students during new student orientation. In addition, hiring committees ask mission related questions during the employee interviewing process.

Core Component 1C: The institution understands the relationship between its mission and the diversity of society.

Subcomponent 1. The institution addresses its role in a multicultural society.

Subcomponent 2. The institution’s processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Team Determination:  
- [x] Core Component is met
- [ ] Core Component is met with concerns
- [ ] Core Component is not met

Evidence:

The College offers a multicultural scholars program.

Cowley serves a district which has a growing Hispanic population. The district includes many rural communities who may have primarily skills based employment opportunities. These populations may be better served as Cowley aligns its workforce to the diversity of the district served. This remains an opportunity...
for Cowley, yet recent program additions may be starting to meet these needs.

Multi-cultural activities are offered through academic curriculum and special celebrations. The College has a large international student population, and these international students are greeted by foster parent host families. Cowley has examples of these students returning to the institution to work after finishing their collegiate goals.

Cowley faculty developed the Global Learning Outcomes.

Diversity of students at Cowley includes ethnicity, income levels, age, and academic preparation. The Golden Tigers program offers social, spiritual, artistic, and physical enrichment for community members 50 and over. The HLC visit team garnered evidence that this program is robust and embraced by the community. Disability Services Program provides equal access and educational opportunity to all qualified students with a permanent or temporary disability in compliance with federal laws and guidelines. The HLC team verified the services of these office and the training available to ensure these employees deliver the necessary services.

A TRIO grant supports first generation students. This learning community for students has a robust enrollment as well as a wait list. This program has ample space available on campus for its staff and students.

Cowley owns its campus space and buildings. The institution shares its space with the community so that events and activities such as dance, theatre, outdoor festivals, art displays, music recitals, and other community venues that assist in the offering of diverse, multi-cultural activities are offered.

Core Component 1D: The institution’s mission demonstrates commitment to the public good.

Subcomponent 1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.

Subcomponent 2. The institution’s educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Subcomponent 3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Team Determination: ☑ Core Component is met

☐ Core Component is met with concerns

☐ Core Component is not met

Evidence:

The College responded to needs for developmental education by providing faculty training towards developing alternative delivery, competency based learning, and computer aided instruction.

The institution continues to promote learning for all levels, including creating accelerated learning courses for students in developmental English and math. The institution makes resources available to these faculty and students for learning space, time, and necessary technology.

During the HLC visit, the team obtained first-hand evidence from student groups who shared that Cowley puts student learning and needs related to their learning situations first. The students felt they had the resources,
including trained faculty, staff, and administration. The students shared that they thought the facilities were outstanding. The students also shared that they valued working with the community to plan events both on-and off-campus. The students were keenly aware of the Golden Tigers program as well as the foster parent program for international students. The students embraced these programs.

The College has devoted fiscal and human resources in the form of faculty and professional growth opportunities to develop alternative methods of delivery, competency-based learning, and computer-aided instruction, towards goals to increase student success and promote student retention.

Meeting the mission of the College is critical when engaging with external constituencies. Recent examples to illustrate include: the ESL course for local plant employees and the addition of an Equine Management degree to supply qualified employment candidates for a new Equestrian Center.

The College recently established new programs aligned with developing a trained workforce in particular blue-collar sector employment tracts. The College is aware that student workforce needs are necessary to sustaining critical partnerships for community economic impact. The College continues to explore workforce and educational partnerships to advance new learning opportunities.

Cowley’s mission statement clearly identifies its commitment to serve the community. The College documents these processes in its service learning initiatives.

Fiscal soundness and good use of taxpayers’ dollars are some of the ways the College serves the public. The HLC team obtained first-hand evidence from the Board of Trustees to support this and found corresponding evidence included in Financial Audits.

A Strategic Planning Survey (administered every 3-years) and input from advisory councils are tools utilized to identify additional community needs.

The College engages a wide variety of public stakeholders to provide feedback, including taxpayers, parents, students, legislators, business and members of the greater community.

The institution uses listening tools, both formal as evidenced by a marketing survey, and informal as evidenced by the ability of students, faculty, staff, the President, and the Board Members to determine current needs and future student and stakeholder needs. The College has many initiatives in place that administration, faculty, students, and the Board of Trustees believe move forward their publically articulated mission. The College may be served by prioritizing initiatives and allowing the institution to build a platform that identifies key initiatives verses a platform that is evidenced by reacting to needs.

A new strength that was noticed by the HLC visiting team was the relationships the President of the College is building with key stakeholders at the community level, business and industry level, K-12 level, state level, and national level. Such broad-based relationship building will position the institution to move forward in the changing educational climate.

Team Determination on Criterion One:

☒ Criterion is met
☐ Criterion is met with concerns
Criterion is not met

Summary Statement on Criterion:
In the Systems Portfolio and during the HLC team visit, Cowley provided ample evidence through its Strategic Plan, website, internal documents used for planning, and external documents used for marketing and recruiting that the institution’s actions are centered upon its mission. The President and the Board of Trustees recognize that the mission has impact in planning and decision making. As the College moves forward with its new President, the Institution is positioned to grow and reach new heights in advancing its renewed mission.

Criterion Two: Integrity: Ethical and Responsible Conduct. The institution acts with integrity; its conduct is ethical and responsible.

Core Component 2A: The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows fair and ethical policies and processes for its governing board, administration, faculty, and staff.

Team Determination:  ■ Core Component is met
☐ Core Component is met with concerns
☐ Core Component is not met

Evidence:
College core values for all faculty and staff promote a sense of fairness, citizenship, tolerance, and integrity provides a foundation for ethical and fair policies and procedures.

All employees are required to follow Board policies related to ethical practices in the Faculty and Staff Code of Conduct, Drug Free Workplace, Harassment and Discrimination, Crisis Management/Workplace Violence, Purchasing, Vendors and Agents, Employee Acceptance of Gifts and Conflict of Interest.

Any faculty or staff member may apply to be an academic advisor. In order to be assigned advisees, advisors must be accepted and trained.

Audits ending June 30, 2012, 2013, 2014, and 2015 were reviewed. No deficiencies in internal control were identified.

One of Cowley’s Core Values is Integrity, in which it is stated that honesty, trust, and respect are essential principles.

Core Component 2B: The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Team Determination:  ■ Core Component is met
☐ Core Component is met with concerns
Core Component is not met

Evidence:

The College website lists program courses within each program, along with the sequence of the courses. The website lists faculty contact information and qualifications.

The web-based degree check program helps students determine which courses they need to complete within a selected program, towards achieving the degree.

Faculty review the accuracy of publications for instructional programs.

The Higher Learning Commission Mark of Affiliation is clearly shown on the website and in printed publications. Course procedures are a clear statement of what the course covers.

Costs of attending a program of study including tuition, fees, room and board and textbooks are listed on the College website and available in printed form.

A student Right to Know web page lists campus resources, tuition and fees, financial aid information, policies and procedures, accreditation and licensure, degree information, and transfer information.

Kansas was approved by the Midwestern Higher Education Compact (MHEC) on November 16, 2014 to join the Midwestern State Authorization Reciprocity Agreement (M-SARA). Cowley is a participant in SARA which provides authorization for all online programs in all 50 states and three territories.

Core Component 2C: The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

Subcomponent 1. The governing board's deliberations reflect priorities to preserve and enhance the institution.

Subcomponent 2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.

Subcomponent 3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties when such influence would not be in the best interest of the institution.

Subcomponent 4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Team Determination:  Core Component is met

Evidence:

Policy 137, Conflict of Interest, defines potential conflicts and gives direction on how to proceed.
According to Policy 103, Board of Control, the Board of Trustees is by law the corporate body with the authority for organizing, controlling, policy making and the levying of taxes to support the institution.

According to Policy 104 Executive Officer, the President is the executive officer charged with development, implementation and evaluation of the operation of the College according to Kansas statutes and Board policies.

According to Policy 108 Service Area Councils, the Academic Affairs Council is responsible for purposes of the educational program, rights and responsibilities of instructional staff, standards and criteria for classroom activities, curriculum development guidelines, academic rules and regulations, and supportive services for faculty.

The agenda and minutes of the Board of Trustees are published on the College’s web page.

The Peer Review Team met with three members of the Board. The discussion revealed that the Board’s actions are consistent with the College’s policies (103, 104, 108, and 137).

**Core Component 2D:** The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

**Team Determination:**
- [ ] Core Component is met
- [ ] Core Component is met with concerns
- [ ] Core Component is not met

**Evidence:**

Academic Freedom Policy outlines the role of Professional Employees in the selection of appropriate learning materials and activities.

The College provides oversight of academic research through an Institutional Review Board.

Students are offered guidance in the ethical use of information resources through formal class activities in the English composition and speech classes.

Faculty have the responsibility to make certain that issues are presented and discussed as objectively as possible without forcing students to adopt the professional employee’s point of view as part of the students’ personal philosophy.

Cowley has its plagiarism policy posted in the College library.

**Core Component 2E:** The institution’s policies and procedures call for responsible acquisition, discovery, and application of knowledge by its faculty, students, and staff.

- **Subcomponent 1.** The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.

- **Subcomponent 2.** Students are offered guidance in the ethical use of information resources.

- **Subcomponent 3.** The institution has and enforces policies on academic honesty and integrity.
Team Determination:  
- ☒ Core Component is met
- □ Core Component is met with concerns
- □ Core Component is not met

Evidence:

Cowley utilizes and Institutional Review Board for the conduct of research.

Faculty expectations are outlined in the negotiated master agreement between faculty and the Board in the Professional Code of Ethics for the Professional Employee. An Institutional Review Board and procedures has been developed to provide oversight on the ethical use of research.

Students are guided on the ethical use of information resource as outlined in Policy 402 Academic Code of Conduct.

The College has an academic honesty policy as previously mentioned. Faculty report incidents to the CAO and complete a FLAGS entry so advisor, sponsor and coach are notified.

Online students have access to advisors and tutors.

Team Determination on Criterion Two:  
- ☒ Criterion is met
- □ Criterion is met with concerns
- □ Criterion is not met

Summary Statement on Criterion:

Cowley College is committed to integrity. This is exemplified in the College’s Core Values in which one is Integrity with honesty, trust, and respect are stated as essential principles. These are reinforced through college policies in both the Faculty and Staff Code of Conduct; the Student Code of Academic Conduct, and Student Code of Conduct. The Board is elected by the county citizens. Through meeting with three Board members, it was clear that they understood their role is to approve policies but not to run the day-to-day operations of the College.

Criterion Three: Teaching and Learning: Quality, Resources, and Support. The institution provides high quality education, wherever and however its offerings are delivered.

Core Component 3A: The institution’s degree programs are appropriate to higher education.

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

Subcomponent 2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
**Subcomponent 3.** The institution’s program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

**Team Determination:**
- [x] Core Component is met
- [ ] Core Component is met with concerns
- [ ] Core Component is not met

**Evidence:**

Cowley courses are designed to be comparable to courses at other institutions.

Faculty regularly participate in core competency meetings with faculty at other Kansas higher education institutions to determine common core outcomes.

CTE programs seek input from Advisory Committee members and employers of Cowley graduates on the quality of their graduates and former students.

College action projects on online learning have resulted in common course shells, training for instructors, and peer review of courses.

Online students are assessed with the same types of assessment tools used in the traditional classroom. Finals are proctored, depending on the class.

Online course offerings are based on high enrollment courses and courses related to these. Some offerings have been expanded to meet demand for specific degrees.

To maintain currency and appropriate levels of required student performance in all programs, faculty regularly participate in core competency meetings with colleagues at other Kansas higher education institutions to determine common core outcomes. A coordinated system for assessing general and programmatic learning outcomes is in development, along with corresponding course embedded assessments and analysis of data sets. Several of these efforts are connected to institutional planning metrics. The college also relies on data concerning success rates of students transferring to four-year universities, licensing and certification rates, and feedback from employers of graduates.

Cowley offers four degrees: Associate of Arts, Associate of Science, Associate of Applied Science, and Associate of General Studies. Common Global Learning Outcomes are defined and assessed for all associate degree students, and a system of assessing Program Learning Outcomes, defined as appropriate to each student’s program of study, is in the pilot stage. Certificate programs and AAS degrees have clearly defined goals, determined through employers, advisory councils, and industry standards.

The college has adopted Quality Matters for promoting high quality online programming across the institution, along with promoting goals for student success on core learning outcomes regardless of delivery method. College action projects on online learning have resulted in common course shells, training for all instructors, and peer review of courses. Dual credit course offerings follow the same guidelines and departmental coordination as on-campus courses. Faculty mentoring and collaboration additionally provides for quality learning experiences in all
Core Component 3B: The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

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

Subcomponent 2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.

Subcomponent 3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.

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

Subcomponent 5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution’s mission.

Team Determination:  
☑ Core Component is met  
☐ Core Component is met with concerns  
☐ Core Component is not met

Evidence:

The College participates in the annual Kansas Core Outcomes meetings. General education course objectives and assessment instruments are reviewed and revised for statewide adoption.

The College supports scholarly research of faculty through extended service pay, sabbatical leave, active research and professional development.

The College promotes human and cultural diversity through service learning, Travel for College Credit, and sociology courses.

The college reflects its mission and educational profile in general education programs through a focus on courses necessary for Associate Degree programs, Certificates, or transfer preparation. All Associate Degree students are assessed on a defined set of Global Learning Outcomes. The mission specific area of community engagement is included in these outcomes within Citizenship Skills assessments, as well as co-curricular learning environments such as the service learning program and ACES (Academic Civic Engagement through Service) scholarships. Recognizing that most of its students’ future plans are either transfer to a four-year institution or directly entering the work force, the college has designed Global Learning Outcomes to go beyond individual courses and consider broad skills promoting success in such plans. These include Computational, Communication, and Critical Thinking...
skills, currently assessed using the nationally normed CAAP (Collegial Assessment of Academic Proficiency) test. The college additionally reviews comparative data from the Kansas Board of Regents on the transfer success of Cowley student in comparison to other community college transfer students.

The Global Learning Outcomes for all degree-seeking students at Cowley require demonstration of communication, computational, critical thinking/problem solving, computer/technology, and citizenship skills. These include competencies for effectiveness communicating and managing information, involving both written and technology driven, e.g., internet or database, environments. These also include experiences relevant to ethical practices, civic responsibility, and effectiveness in collaborative group environments.

College core values include an emphasis on the importance of human relationships, diversity, and a sense of community. The Citizenship Skills outcome, which is among the Global Learning Outcomes, contains a requirement that students will demonstrate or experience an awareness of cultural, social, and artistic diversity. Examples of success in such direction are provided by an increase in student community service hours, the ACES (Academic Civic Engagement through Service) scholarship program, the Foster Family program for international students, and the Multicultural Scholars program. A work ethics program is integrated within curricular options of partnering high schools, which provides a Cowley tuition incentive for students who complete the program.

Among college core values is to provide a positive atmosphere that fosters personal and professional growth. There are several areas in which faculty and students have opportunities to be involved in creative work and the discovery of knowledge. These include Fine Arts and Humanities forums on creative expression such as creative writing publications in the Mile Marker Review, Writers’ Corner events, student and faculty art exhibits, and musical performances. Student may additionally participate in science research projects through the Research Methods courses offered by the Natural Sciences Department. Faculty are supported in scholarly research and related professional development through extended service pay, sabbatical leave, conference travel funding, and college employee tuition scholarship/tuition reimbursement programs.

Core Component 3C: The institution has the faculty and staff needed for effective, high-quality programs and student services.

Subcomponent 1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.

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

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

Subcomponent 4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.

Subcomponent 5. Instructors are accessible for student inquiry.

Subcomponent 6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.
Team Determination:  ☑ Core Component is met
☐ Core Component is met with concerns
☐ Core Component is not met

Evidence:

Each program of study has a full-time faculty member that reviews and revises the program.

Drawing upon data and information provided in Program Reviews, enrollment in courses and the number of declared majors in key areas are reviewed to help assess faculty needs. Future enrollment and future faculty needs are evaluated, and the additions of full-time and part-time faculty are made as needed.

Faculty (both full-time and adjunct) are assigned department faculty mentors.

New employees are offered training.

Technical Education Faculty have access to Perkins funding.

Technology Department offers training at the institution, including training in BlackBoard and other technology services.

Employees participate in personnel training at the department level and professional training.

Budget managers include line items in department budget for professional training for staff.

Yearly staff evaluation includes professional training goals.

Academic departments facilitate processes for faculty to complete professional development to grow on pay scale, grow in discipline, improve student learning, and at institution.

Staff have the opportunity to use a Starlink (a web-based Professional Development program for Higher Education).

For online courses, internal email communication has an expectation to be responded to within 24-48 hours. If not, a reminder email is automatically sent to the instructor.

Online instructors are mentored.

IPEDS data from Fall 2012, as presented in the Fall 2014 systems portfolio, show 49 full-time faculty, 162 part-time instructors, and 4970 unduplicated student headcount, which represents roughly a 24:1 student/instructional faculty ratio. From the same data set, 141 full-time staff and 40 part-time staff represents roughly a 27:1 student/staff ratio. For the consideration of requests for new or replacement faculty and instructors, program review data is analyzed concerning current student faculty ratios, current enrollments, and future programmatic growth potential. Each program of study has a full-time faculty member that reviews and revises the program.

Based on the negotiated master agreement and in keeping with institutional mission, the master's degree shall be considered the preferred minimum educational requirement for teaching general education courses, and the bachelor’s degree shall be considered the preferred minimum educational requirement for teaching occupational courses. Vocational education personnel are expected to meet the certification requirements of the State of Kansas.
Dual Credit instructors are required to provide transcripts to verify appropriate qualifications are met. All faculty credentials are maintained by the Academic Affairs office.

To maintain quality instruction and promote professional development, teaching staff are evaluated at intervals established by college policy, are documented in written form, and reviewed with faculty. This procedure also occurs with part-time faculty regardless of the instructional modality. The college uses the Quality Matters rubric in the review of online courses, and the same classroom observation form is used for in-class observations of all faculty. Technical Education Faculty have access to Perkins funding.

Faculty members complete professional development each year, and professional development funds provide support for workshops, conferences, memberships in professional organizations, and professional publications. Faculty (both full-time and adjunct) are assigned department faculty mentors. Faculty are supported in scholarly research and related professional development through extended service pay and sabbatical leaves, and continuing educational opportunities for all college employees are supported through tuition scholarship/tuition reimbursement programs.

Instructors are required by the negotiated agreement to post office hours on campus and list them in the course syllabus to indicate times they are available to meet with students. During the visit, students shared experiences of a supportive atmosphere, frequent one-on-one connection with instructors, and several cases where instructors provide personal cell phone numbers for easy contact outside of class. An automated reminder is sent to all faculty, through a faculty portal, if grades are not updated at least every 9 days, which also connects to the college early alert system. Concerning student communication through Blackboard, the college recommendation is that all instructors minimally maintain a 24-48-hour response time to students.

A one-stop shop approach has been implemented for student services, and initial contact personnel are provided cross-training in order to respond appropriately concerning frequently asked questions. Area expertise is available in the same physical location for referral as needed. Advisors are kept up-to-date on program changes, transfer information, and general process updates through an online course called Advisor Alerts. Student Enrollment Specialists are trained on financial aid, bursar procedures, transcript, procedures, process improvement, and customer services, as well as encouraged to attend the Kansas Association Collegiate Registrars and Admissions Officers (KACRAO) state conferences. Ongoing work is being done to identify additional training opportunities for advisors and further strengthen connectivity with programs faculty.

**Core Component 3D:** The institution provides support for student learning and effective teaching.

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

- **Subcomponent 2.** The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.

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

- **Subcomponent 4.** The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution’s offerings).
Subcomponent 5. The institution provides to students guidance in the effective use of research and information resources.

Team Determination:  ☒ Core Component is met
☐ Core Component is met with concerns
☐ Core Component is not met

Evidence:

Fulltime students are assigned an academic advisor. Academic advising is available to part-time and online students. Academic advisors assist students in selecting appropriate coursework towards achievement of future career goals and financial aid advice.

The College has mandatory assessment and placement guidelines.

Students also have access to academic advisors and a mental health counselor.

The Renn Memorial Library is the center for tutoring, computer access and career assessment.

Students are provided free tutoring services at the Arkansas City campus and Mulvane Center, as well as 24/7 support through an online tutor service. Students are also supported through a Student Life Counselor, providing professional mental health services, student housing managers who assist with campus life issues, and academic advising. A one-stop shop approach has been implemented for student services, providing students with guidance on financial aid, bursars, and registration as relating to their particular needs. Through a system called FLAGS, which is connected with grade and attendance reports updated minimally every 9 days, faculty refer students in need of assistance to support services in a timely and efficient manner.

For students who do not meet determined ACT placement guidelines, a mandatory placement exam (COMPASS) is administered to assess readiness of entering students. The college has established placement guidelines for courses in Writing/English, Reading, and Math according to these scores. Depending upon student goals, advising assignments are either focused on programmatic choices or directed to an advisor who works with undecided students, helping them with program selection. Advising and career assistance is also available to students who are in the IMPACT program, a TRIO grant supported service providing assistance to 160 students from academically disadvantaged backgrounds.

All full-time students are assigned an academic advisor who is familiar with their program of study or can guide them to selecting a program. Academic advising is available to part-time students at three outreach sites and at the enrollment office on the Arkansas City campus. Online advising is also available. Academic advisors receive notifications on each advisee’s progress through an electronic reporting system (FLAGS) and assist students in selecting appropriate coursework towards achievement of future career goals.

Each classroom is equipped with appropriate technology, including computers, projectors, and necessary software, in support of classes. Some classes are provided support for needed access to online museums and music collections, and other software installation or technology support needs may be requested through computer technology staff. Access to computers is provided for students at several locations on campus, including the library, dorms, and lounge areas, as well as at four outreach centers (Winfield, Mulvane, and Wichita). Institutional technology is nearing completion of an update of the entire campus network infrastructure.
The Global Learning Outcome on computer/technology skills, applicable to all degree seeking students, contains a requirement for demonstration of the ability to retrieve and manage information through the use of the internet. The Renn Memorial Library provides student support in such direction through the online database and search engines it maintains and a main campus computer lab, available for use by both individuals and entire classes if needed.

English, speech, and computer applications courses require specific competencies related to the management of information resources. In the natural sciences, student may enroll in a Research Methods class covering basic research methods and publications.

**Core Component 3E:** The institution fulfills the claims it makes for an enriched educational environment.

- **Subcomponent 1.** Co-curricular programs are suited to the institution’s mission and contribute to the educational experience of its students.
- **Subcomponent 2.** The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

**Team Determination:**
- [ ] Core Component is met
- [ ] Core Component is met with concerns
- [ ] Core Component is not met

**Evidence:**

Through co-curricular activities, students should be able to demonstrate or experience an awareness of cultural, social, artistic diversity, and ethical principles of honesty, integrity, and tolerance; knowledge necessary to achieve financial stability; civic responsibility through community involvement; and team participation to reach a common goal.

Fine arts and cultural activities are under the guidance of Academic Affairs and allow students to showcase their talents in theater, music and visual arts.

Co-curricular development goals are aligned with teaching and learning through the collaboration of Student Affairs and Academic Affairs. There are 16 clubs on campus that are open to all students, and the annual goals of each, as developed by club sponsors and officers with approval by Student Affairs, must be substantial in areas of service or academics and supportive of campus mission. Clubs are focused on providing experiences in areas of government, fine arts, volunteerism, and religion, aligning with the Global Learning Outcome of citizenship skills. Two national honor societies operate under the guidance of Academic Affairs, Mu Alpha Theta and Phi Theta Kappa, and are sponsored by faculty members. A major co-curricular area of the college is athletics, and student athletes are expected to excel in academics and community service opportunities.

Graduation rates and GPA are monitored among student athletes, and mandatory study halls and tutoring sessions support the focus on academics. Fine arts and cultural activities are provided under the guidance of Academic Affairs and allow students to showcase their talents in theater, music and visual arts. The college offers an ACES (Academic Civic Engagement through Service) scholarship program, and recent campus wide increases in community service hours by students have been observed.
Team Determination on Criterion Three:

- Criterion is met
- Criterion is met with concerns
- Criterion is not met

Summary Statement on Criterion:

The college provides evidence of commitment to high quality teaching and learning environments in all locations and throughout an alignment of academic and co-curricular student experiences. Distinctive programs, such as Foster Family, ACES, Multicultural scholars, TRIO, and Work Ethics, serve as realizations of campus mission and core values throughout a student experience of academic accomplishment and developing sense of community. Through continuing adoption of Quality Matters, development of systems for analyzing campus wide student performance data, and strengthening connections all areas of campus with focus on student success, the college is furthering this commitment by strengthening its capacity for continuous quality improvement.

Criterion Four: Teaching and Learning: Evaluation and Improvement. The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Core Component 4A: The institution demonstrates responsibility for the quality of its educational programs.

Subcomponent 1. The institution maintains a practice of regular program reviews.

Subcomponent 2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning.

Subcomponent 3. The institution has policies that assure the quality of the credit it accepts in transfer.

Subcomponent 4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.

Subcomponent 5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.

Subcomponent 6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).
Evidence:

Faculty and administration complete yearly program reviews. The annual program review process is used to assess program and course quality and student learning.

The program review process analyzes data associated with the success of Cowley transfer students after they transfer to a four-year institution.

Courses that have a Kansas Regents Shared Numbers (KRSN) meet or exceed learning outcomes and competencies specified by the Kansas Core Outcomes Groups project.

Administration, in conjunction with faculty, complete yearly program reviews. This review process is utilized to assess course and program quality as well as student learning in global outcomes. Program reviews for course/programmatic specific outcomes are in pilot stage.

A new form was developed which has club sponsors identifying which Global Learning Outcome the club and its activities support for co-curricular learning. Students attending arts productions have performances part of class curriculum through discussions and papers.

The College follows Kansas Board of Regents guidelines on acceptance of credit for transfer using the Kansas Regents Shared Number. The College accepts credit for experiential learning according to set guidelines for credit for experience. Courses transferred in for credit are evaluated based on course procedures which follow common core outcomes determined through meetings with other state institutions.

The College uses a common syllabus format for all courses, including instructor expectations, grading criteria, course prerequisites, and major assignments. Faculty members are required to have one degree higher than the degree level being sought by the student. For general education transfer courses, the instructors are hired at the Master’s level or have to complete the required degree within three years of employment. Dual credit instructors are required to meet the same qualifications as other faculty members and dual credit courses are required to utilize the same textbook and course procedures as the course offered on campus.

The College accredited programs as listed in the 2016-17 Academic Catalog including automotive and health care.

The College program review process analyzes data associated with the success of students after they transfer to a four-year institution. The College uses advisory group feedback to assist in assessing employment needs and the fulfillment of programs for meeting workforce requirements. The Kansas Board of Regents Transfer Data is used as an indicator of student preparation for transfer with the KBOR Student Success Index utilized to ascertain transfer success.

Core Component 4B: The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.
Subcomponent 1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.

Subcomponent 2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.

Subcomponent 3. The institution uses the information gained from assessment to improve student learning.

Subcomponent 4. The institution’s processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Team Determination:  
- Core Component is met
- Core Component is met with concerns
- Core Component is not met

Evidence:

Annual Program Review and Program Summaries include an analysis of student achievement of objectives.

Faculty are using embedded assessment in the classrooms to assess at the program course level and at the GLO (Global Learning Outcomes).

Cooperative education opportunities allow students to earn College credit for educational experience in a job setting. Soft skills appropriate to an entry level employee are assessed.

The College assesses students for placement in remedial courses with COMPASS or ACT scores.

The College uses annual program reviews and program summaries for assessment which include an analysis of student achievement of objectives. GLOs (Global Learning Objectives) are clearly stated and embedded in learning assessment. Program reviews for specific course outcomes are in pilot stage.

Assessment of achievement of GLOs is done through standardized and faculty derived instruments. The College utilizes a GLO team to analyze information from the GLO assessments. The data is provided to all academic departments and included in the departmental program review process. Work Keys assessment is used for Career and Technical education students. Cooperative education opportunities allow students to earn college credit for educational experience in a job setting. Soft skills appropriate to an entry level employee are assessed. CAAP (Collegiate Assessment of Academic Proficiency) assessment results are included in the annual program review. Co-curricular learning has club sponsors identify which GLO the club is supporting.

The College uses the results from COMPASS and ACT for placement in remedial course work. Course grades and retention data are reviewed annually for determining areas of need in learning programs.

The use of program review with institutional GLOs embedded provide for a participatory process for methodologies to assess student learning. The Program Learning Objective pilot is implemented to track course level outcomes to identify improvement areas. A new Student Information System will be implemented in Fall 2016 to assist data collection and analysis, toward improving assessment of learning and increasing faculty and staff participation in student success.
Core Component 4C: The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

Subcomponent 1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.

Subcomponent 2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.

Subcomponent 3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.

Subcomponent 4. The institution’s processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Team Determination: ☒ Core Component is met
☐ Core Component is met with concerns
☐ Core Component is not met

Evidence:

Occupational program requirements are determined by accrediting bodies and employer/industry advisory committees.

The local school district, the College, and the KS Board of Regents determine dual enrollment courses and the student requirements for admission into the courses.

Program completion data is analyzed at the departmental level as part of the annual program review process, through Academic Affairs. Results are then communicated across the institution.

Measures and collecting methods are followed as outlined by IPEDS and by the NCCBP, so all reporting institutions are collecting data with the same parameters and comparative data can be obtained.

Cowley reports DFW rates for the institution.

The College has defined goals which pertain to student retention, persistence, and completion. The goals are determined on a three-year average, while also benchmarking data of peer institutions within the state. The College works with the local school districts and the Kansas Board of Regents for determination of dual enrollment courses and student requirements into the courses.

The annual review process incorporates program completion data at the departmental level on an annual basis with results communicated across the College. A recently formed Strategic Leadership Team assists in a cross functional institutional process for review of data on retention, persistence and completion.
The College has made changes in its remedial program based on persistence and success rates. The College has incorporated new strategic initiatives to focus on the effectiveness of the teaching-learning process. Course redesigns in college Algebra and English Composition have been made with a focus on acceleration and remediation. Quality Matters has been implemented to assure the quality of online course design.

Measurements used by the College incorporate methods and data compilation as required by IPEDS and the NCCBP as well as the Kansas Board of Regents.

Team Determination on Criterion Four:

- ◐ Criterion is met
- □ Criterion is met with concerns
- □ Criterion is not met

Summary Statement on Criterion:

Cowley continues its journey of continuous quality improvement in areas aligned with Teaching and Learning: Evaluation and Improvement. The institution employs qualified faculty who are all working on the same institutional goal of improving retention and completion rates. Students benefit from this process as common course syllabi are used in all modes of learning and all students have access to tutoring services. To advance the completion and retention initiative, faculty use assessment data from the GLO to make changes to courses and programs. Faculty analyze data which includes course success rates which then drives improvements. In fact, the faculty have made strides in revising developmental math and English based on course assessment data and DFW data.

Faculty continue to develop skills and move forward in their professional paths as demonstrated as a Quality Matters institution. Faculty development is supported by the institution, and the process is driven by faculty input. The culture of growing faculty to grow student learning is evident.

Criterion Five: Resources, Planning, and Institutional Effectiveness. The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Core Component 5A: The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

Subcomponent 1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.

Subcomponent 2. The institution’s resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.

Subcomponent 3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution’s organization, resources, and opportunities.
Subcomponent 4. The institution’s staff in all areas are appropriately qualified and trained.

Subcomponent 5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Team Determination:

- Core Component is met
- Core Component is met with concerns
- Core Component is not met

Evidence:

The HLC visit team observed well-maintained, clean, updated facilities. These included a tour of at least 7 buildings which included a student center, a library, a residential dormitory, a gymnasium, buildings for administrative offices, buildings with classrooms which had equipment appropriate to facilitate student learning, i.e., computer labs, art classrooms with supplies, theatre, multi-purpose buildings with large meeting rooms, computer labs, a workout facility, a campus bookstore, and a college cafeteria.

The HLC team observed a campus with students, faculty, staff, administration, and college visitors. The campus has the technology and resources for faculty and staff at remote sites to participate in meetings. During the HLC visit, participants from other sites joined various meetings of the CQR visit via technology.

The HLC team met with students who believed that the institution always had human resources (i.e. the necessary employees) available to assist them. The students felt the Institution also met their needs by having ample computer resources (i.e. available computers, printers, and Wi-Fi), as well as providing ample parking.

The Institution aligns its faculty needs with program learning outcomes. Such alignment ensures that student learning and improving student learning are at the core of making sure sufficient, high quality faculty are in place to move forward student learning.

The institution aligns its budget needs and priorities to the strategic plan. This method of budgeting ensures that strategic priorities remain the center of the institution. Moreover, the strategic priorities are aligned with the platform of helping students learn.

Department managers, chairs, and appropriate levels of administrators have access to necessary budgets to allocate as necessary to meet student learning needs.

The College allocates its Perkins funding to maintain and grow new Career and Technical Education programs.

The College has line items aligned with professional development of faculty, staff, and administration.

The College maintains an appropriate separation between fund raising and conflict of interest of donors.

The College follows a process that is owned by department hiring managers and facilitated by Human Resources to ensure faculty and staff have the appropriate credentials.

The Institution is beginning the process of appropriately tagging and labeling all capital equipment.

The institution is completing a technology upgrade which will ensure that it has the necessary network capacity and...
security needed to maintain records and storage, as well as meet the institutions growing technology needs.

Support personnel include online instructional support staff, as well as desktop computer support specialists. The HLC team confirmed that the College provides support to make sure faculty and staff have access and training to current technology.

The College has the resources and funding available to instruct in face-to-face, interactive delivery, and online methods at all campus and site locations using both full-time and part-time personnel. The HLC visit team met with students and faculty to confirm these resources.

The College uses zero-based budgeting. The budget process begins with departments requesting funding. Education and teaching are a budget priority of the College.

The College uses the Mission statement to guide budget decisions. The HLC visit team confirmed this with multiple stakeholder groups during its open session to discuss Criterion 5.

The College maintains a cash carry-over value that is sufficient to fund the academic programs if other resources become limited. The HLC visit team confirmed this with the President and the Board of Trustees as well as the Vice President of Finance and Administration.

The College Board of Trustees maintain the necessary budget oversight and, as the HLC visit team was reminded by the Board of Trustees, a budget that places students first and aligned with meeting students’ needs is at the center of the Board’s meetings.

Core Component 5B: The institution’s governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

Subcomponent 1. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution’s governance.

Subcomponent 2. The governing board is knowledgeable about the institution; it provides oversight for the institution’s financial and academic policies and practices and meets its legal and fiduciary responsibilities.

Subcomponent 3. The institution enables the involvement of its administration, faculty, staff, and students in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Team Determination: ☒ Core Component is met
☐ Core Component is met with concerns
☐ Core Component is not met

Evidence:

The HLC visit team met with members of the Board of Trustees who were keenly aware of the mission of the institution, the needs of the students, and how they impact the institution from strategic planning. The Board continually reviews key process outcomes, and they approve all hiring recommendations from administrators and
hiring teams. They are not operational in these processes but they maintain oversight for outcomes.

The HLC visit team confirmed that the Board of Trustees maintains financial polices and receives budget information at its monthly meetings. The Board is aware of financial changes at the state level which may have impact on all Kansas institutions and the Board is working to mitigate this situation.

Cowley maintains Board Policies and Procedures as well as academic policies and procedures. This information is published on its website.

The College holds in-services and holds two employee training days that allow for all internal employee stakeholders to have input on necessary processes, policies, and strategies.

The College follows a process to approve new program courses and curricula. The faculty and appropriate college administrators are the key internal stakeholders and process owners in this procedure. Resource allocation is also a part of this process.

Employees are encouraged to engage and participate in strategic initiative teams or AQIP Action Project teams which are used to move forward institutional priorities.

The Board of Trustees receives monthly updates which inform them of institutional policies and practices. Employees and students provide input through long standing cross functional teams that provide fact based recommendations on key issues to the Administrative Council.

The Board provides oversight for approval of policies relating to college operations as described in Policy 103, Board of Control.

Cowley engages in Student Senate and CEA roundtable discussions.

Cowley uses a collaborative process to advance academic requirements, policy, and processes. The process is inclusive in that anyone can join at team and anyone is encouraged to bring forward new ideas. However, after four leadership changes at the Presidential level in five years, the College may be served by reviewing and establishing an operational definition of Shared Governance, as the HLC visit team continually heard this is the model Cowley values and aspires to follow.

**Core Component 5C:** The institution engages in systematic and integrated planning.

- **Subcomponent 1.** The institution allocates its resources in alignment with its mission and priorities.

- **Subcomponent 2.** The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.

- **Subcomponent 3.** The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.

- **Subcomponent 4.** The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution’s sources of revenue, such as enrollment, the economy, and state support.

- **Subcomponent 5.** Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.
Team Determination:  ☒ Core Component is met  
☐ Core Component is met with concerns  
☐ Core Component is not met

Evidence:

The linkage of institutional processes for assessment of student learning, evaluation of operations, planning and budgeting, occurs through two major processes; strategic planning and the academic program review. The planning process includes input from internal stakeholders (i.e. faculty and staff) and requests from community stakeholders. The Board of Trustees and Cowley employees confirmed this during the HLC visit. Administration is eventually responsible for making decisions, yet stakeholders have input at the appropriate levels.

The annual Strategic Planning Process integrates and draws upon information from both internal and external stakeholders in setting of strategic goals. The goals are known and published for the internal and external community.

Program planning is linked to resources as was evidenced by the HLC visit team. A standardized form is used, and this information is sent to the appropriate administrator during annual planning. Administrators then make recommendations to the President, who then recommends a budget to the Board of Trustees. The budget is updated as needed and aligned with the resources needed to make student learning and institutional capacity work in tandem.

The College makes fiscal decisions through the Strategic Planning process which is linked to the mission. In planning for the future, Cowley has opened an enrollment site and has also expanded its online offerings. The College has the capacity to support this expansion and online programs. During the visit, the HLC team discovered that the College has administration, faculty, and support staff dedicated to online and remote site course facilitation. The technology needs and communication needs of these employees and the students completing the courses are a priority for the institution.

Cowley finished a process to assess its current and future technology planning. The institution then began updating its resources to meet the identified capacity. During the visit, the HLC team found that this upgrade has been managed by the Vice President of Information Technology who has planned the process and properly allocated resources.

The HLC team continually heard from faculty and staff, as well as from administration and the Board of Trustees that the funding model for education used in the State of Kansas may change. Cowley has a strong educational foundation, and the institution is poised to continue to grow the funding provided through the Foundation. The Foundation provides ample scholarship opportunities for students, and the Foundation continues to be a vital pillar to Cowley.

During the visit, the HLC team met with numerous faculty and staff who worked daily with students to ensure student learning needs such as the right equipment, facilities, and faculty are a priority at the institution. These stakeholders all shared a process that is used to make sure the institution funds and allocates resources based on a fair and equitable evaluation process. The stakeholders were able to share a process that included a one-year plan as well as a multi-year plan to make sure equipment and buildings are updated.

During the HLC team visit, Cowley confirmed that it uses a data driven process in which data from the Accountability and Institutional Measures (AIM) document drives institutional planning and resource allocation.
Risk mitigation is included in these processes as the institution considers short-term and long-term planning. Cowley has made management of the technological infrastructure a Foundational Priority in its 2015-18 Strategic Plan.

Cowley is in the process of updating its internet capacity and servers.

Core Component 5D: The institution works systematically to improve its performance.

Subcomponent 1. The institution develops and documents evidence of performance in its operations.

Subcomponent 2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Team Determination: ☒ Core Component is met
☐ Core Component is met with concerns
☐ Core Component is not met

Evidence:

The Accountability and Institutional Measures (AIM) project was designed to tie to the institution’s mission and commitments and provides the College updated performance data. The AIM document is composed of 71 measurements placed in six sections based on the mission. The HLC verified that this document is current, used, and encultured at Cowley.

Key institutional measures such as: FTE measurements, persistence and success rates of students, student satisfaction survey results, employee satisfaction survey results, and AIM results continue to be updated and available to all employees via the College’s Internet and Intranet. The HLC team verified that this document is current and updated.

The AIM summary page combines all indicators to provide an institutional dashboard, which is reviewed by the Administrative Council and reported to the Board of Trustees. The HLC team verified this evidence. The Director of Institutional Research is responsible for maintenance of the AIM document and distributes an updated version via email and publication on the College’s website monthly.

Annual program plans are completed by faculty. These data are used to inform Academic Plans.

During the HLC visit, the team met with employees to discuss Crierton Five and employees discussed in-services in which data was used, SWOT analysis completed, and institutional measures shared all in the spirit and use of CQI.

During the visit, the institution verified the school’s commitment to continuing down the AQIP and CQI pathway, by working with the administrative team and key managers to identify strengths and challenges. The participants in a closing session considered the school’s maturity level for each associated AQIP category. The participants also discussed how to continue the conversation and begin documenting work processes needed to move forward CQI initiatives.

The HLC team identified evidence that the institution used tools such as SWOT analysis, AQIP Action Projects, employee in-services, department meetings, communications from the President, and complaint process
communication channels to improve internal stakeholder climate that moves forward its continued ability to learn from its operational experience and apply that learning to improve its institutional effectiveness, capabilities, and sustainability. The employees are a part of this process and the Board of Trustees ultimately supports the policies that move forward a comprehensive community college centered on meeting student learning needs.

**Team Determination on Criterion Five:**

- **Criterion is met**
- **Criterion is met with concerns**
- **Criterion is not met**

**Summary Statement on Criterion:**

The HLC team site visit team found ample evidence that the College meets Criterion 5.

In the AQIP Systems Portfolio submitted in 2014, the Systems Appraisal Team marked:

5.C. The institution engages in systematic and integrated planning &
5.D. The institution works systematically to improve its performance

as Adequate but could be improved.

The HLC site visit team found evidence that the institution did meet these Core Components.

The HLC visit team met with internal stakeholder groups and key administrators as well as the Board of Trustees and gathered documented evidence to support these findings. The team was presented evidence that Cowley clearly meets all Core Components of Criterion 5. Administration and Faculty follow systematic planning that is integrated with the academic, business, and services that are necessary for the College. The College is responsibly exploring how to allocate its resources to prepare for how the state of Kansas may fund education. The College has risk mitigation practices in place. The Board of Trustees and the entire employee staff at Cowley are responsible for ensuring funds are used appropriately and that funds are allocated in ways to improve institutional performance such as increased student learning aligned to stated Global Learning Outcomes and Program Learning Outcomes. The College aligns resources to the Strategic Plan which is focused on student retention and completion. The Strategic Initiative teams operationalize the Strategic Plan and internal stakeholders are aware of goals and performance measures. The College supports administrators at the correct level to ensure resources are allocated to operations that support student learning and move forwards new opportunities to improve how Cowley serves its students. The budgeting and resource allocation process is open, transparent, and aligned with serving students. The College is fiscally sound and is positioned to continue with a revenue base that supports student learning, operations, building and grounds maintenance, and employees at the appropriate level. As an AQIP institution, Cowley follows principles of CQI for decision making that impacts internal and external stakeholders. Documented Action Projects, documented high-level processes, the Strategic Plan, and the AIM document serve as evidence.

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**IV. Commitment to Continuous Quality Improvement (CQI)**

**Levels of Organizational Maturity in Relation to AQIP Categories.**
Please provide a brief paragraph or two that captures the team’s perception of the institution’s overall level of maturity (and the relevant challenges and strengths) and how the institution might further advance its quality agenda.

The institution is emerging through a period of significant turnover in administrative leadership and currently working to develop confidence in new leadership, effectiveness in new key systems, and continuity with areas of long-term strength throughout the greater campus community. The establishment of a renew mission, vision, and strategic plan, along with corresponding Strategic Leadership and Program Learning Outcomes teams, provide for focus and an inclusive environment in which existing data from a broad range of campus areas may be brought together into readily accessible, effectively analyzed mechanisms for advancing institutional quality. Examples of successes include improving student performance in developmental English and beginning algebra, addressing differing security needs at the various campus locations, and promoting a continual increase in student community service hours. Full day, campus wide in-service events have promoted effective forms of communication, an engaged sense of community, and an institutional climate where all employees are welcomed to bring ideas forward through self-initiated cross functional teams, as well as encouraged to participate on at least one institutional initiative team. Having adopted Quality Matters on an institutional level, the campus has standardized online course design and continues to provide training for all faculty. Rebuilding connections with community and industry partners has resulted in two new programs and an employee training grant, as well as connecting with a deep sense of commitment throughout the community.

Turnover of employees has revealed the importance of documented, well-understood processes along with explicit, measurable goals aligned to the overall campus plan. Several key areas in development, such as budget request processes, enrollment management planning, and new student information systems installation, intersect with a number of institutional initiatives, e.g., assessment of general/program learning outcomes, use of data in planning, community partnership opportunities, and marketing efforts. The processes by which these are coordinated appear to pose continuing challenges. While faculty are appreciative of many opportunities to participate in discussions and provide input, there seems to be a need for greater clarity concerning when and how corresponding decisions are made. There is a wealth of data collected through a number of surveys and assessments, with intentional focus placed on course embedded assessment development. On the other hand, providing for coordination, access, and analysis of the data is a current institutional challenge. There is awareness and attention to addressing such challenges, along with areas of strength within the institution on which to model the necessary development. This is indicative of an overall systematic level of maturity. Even in areas of co-curricular strength, such as athletics, a community service scholarship program (ACES), and TRIO programming, there is room for growth in maturity level by intentionally advancing efforts through synergistic coordination across institutional units. Convened from among team chairs and champions of institutional initiative teams, the Strategic Leadership Team is similarly presented with an opportunity for growth, as leaders from a wide range of campus initiatives are called upon to develop equal passion and effectiveness for leading across institutional boundaries, advancing the coordinated success of both particular initiatives and overall campus strategies.

Evidence of Principles of High Performance Organizations

Please provide a brief paragraph or two that indicates how and where the institution demonstrates its systematic approach to continuous quality improvement through the aspirational values found in the Principles of High Performance Organizations.
Cowley centers its operations and planning on meeting its mission. With the Focus on mission, the institution is structured so that faculty, staff, and administrators have input on and ownership of ideas that move forward student learning by providing an enriching environment that uses resources responsibly. The Involvement of these stakeholder groups includes students and the community at the appropriate level. Cowley has an organizational structure that allows for Leadership to make decisions after Collaboration efforts have been used. The use of shared governance is deliberate at the institution, and the People at the institution, including the leadership, the Board of Trustees, the students, faculty, and staff may benefit from a standard definition of shared governance. This is an area where the institution may embrace new leadership and grow as a community. As a single campus with remote sites, Cowley has the necessary Agility to respond to current needs and the resources necessary to fulfill its stated student learning and mission centered goals. The institution uses its Foresight and human capital to remain competitive in a changing market. The institution moves forward with Integrity as it has policies and guidelines in place that promote fair practices and outcomes accountability by all employees. With its deliberate planning tied to resource allocation, Cowley has positioned itself to grow as a high performing organization. Continuing to move forward key work processes and mapping these at the institutional level may better position Cowley to respond to planned and unforeseen changes.

V. Commitment to AQIP Pathway

Provide brief bullet points for each section that demonstrate success or progress in each area.

Actions That Capitalize on Systems Appraisal Feedback

The need for building collaborative relationships has the College working with Cowley First to boost economy in Cowley County. The College created more opportunities for students to engage in community through service learning and internships. The strategic planning process now incorporates the needs of the stakeholders through an assessment process. Strategic planning has been implemented and the goals identified with measurable outcomes. A new Student Information System will be implemented in the Fall, 2016 to greatly assist all departments with appropriate data to ascertain student support needs and the impact on academic performance. The Accountability and Institutional Measurements (AIM) documentation will incorporate new strategic goals.

Actions That Capitalize on Strategy Forum Participation

Strategic planning was identified in the forum and an action project developed for improving the strategic structure and framework of the College. The AQIP steering committee for the College was transformed into the Higher Learning Commission team which allows for a broader scope and institutional perspective. The strategy forum allowed for a refocus of efforts on a new process of determining strategic initiatives.

Actions That Capitalize on Action Projects

Strategic planning was an action project that resulted in the formation of the Strategic Leadership Team which sets institutional goals aligned with the Kansas Board of Regents Performance Agreements, AQIP action projects, and institutional initiatives. The incorporation of Quality Matters to assure consistency and quality in the online learning environment was adopted. The development and implementation of a new Student Information System for Fall, 2016 was identified as a need for data compilation and analysis in all areas of student learning and support. Global Learning Outcomes were developed and implemented through embedding in course curricula for assurance of student learning outcomes. The construction of Tiger University through an action project was from an
identified need for professional development. Global Learning Outcomes was instituted through an action project for review and revision for student learning outcomes.

Commitment to Active Engagement in AQIP

The formation of the Strategic Leadership Team and implementation of institutional strategic goals creates a quality process for goal setting, data collection, and analysis for improvement. The implementation of the Student Information System in Fall, 2016 will assist in data collection and goal setting. The enhanced utilization of the Accountability and Institutional Measurements (AIM) system provides a measured data process for continual quality improvement. The commitment by chairs for development and implementation of strategic initiatives in a team concept in relationship to the Strategic Leadership Team provides for continual assessment of progress on strategic goals of the College. Institutional priorities derived from the AQIP framework will assist in definition of goals and initiatives.

VI. Team Recommendation

A. Affiliation Status

Indicate whether the institution is eligible to select its next Pathway, or if in the judgment of the CQR Team the institution should be limited to the Standard Pathway.

Rationale: Provide a holistic rationale for this recommendation.

1. Recommendation for Reaffirmation of Accreditation

   Cowley meets all criteria for accreditation and therefore the team recommends reaffirmation of accreditation.

2. Recommendation for Eligibility to Select Next Pathway

   Cowley is eligible to select its next pathway.

   Rationale:

   From review of the Systems Portfolio and evidence submitted and verified through the HLC CQR site visit, the team was able to verify that Cowley has met all of its standards for AQIP with no areas for concern. Cowley is involved in AQIP Action Projects and planning process that focus on CQI initiatives.

   In addition, Cowley has leadership committed to CQI and the process and results that drive this collaborative, data-driven approach.

3. Criterion-related Monitoring Required (report, focused visit):

   Monitoring:
None

Rationale:
All criteria were met through reviewed documentation provided by Cowley.

4. Federal Compliance Monitoring Required (report, focused visit):
Monitoring:
None

Rationale:
Documentation provided by Cowley verifies its meeting of Federal Compliance standards and HLC expectations.

B. Commission Sanction or Adverse Action
None

VII. Embedded Changes In Affiliation Status

Did the team review any of the following types of change in the course of its evaluation? Check Yes or No for each type of change.

☐ Yes ☒ No Legal Status
☐ Yes ☒ No Degree Level
☐ Yes ☒ No Program Change
☐ Yes ☒ No Distance or Correspondence Education
☐ Yes ☒ No Contractual or Consortial Arrangements
☐ Yes ☒ No Mission or Student Body
☐ Yes ☒ No Clock or Credit Hour
☐ Yes ☒ No Additional Locations or Campuses
☐ Yes ☒ No Access to Notification
☐ Yes ☒ No Access to Expedited Desk Review
☐ Yes ☒ No Teach-out Arrangement
☐ Yes ☒ No Other Change
Appendix A

Interactions with Constituencies

Day One
President and Administrative Council
• Accreditation Liaison Officer
• Vice President Information Technology
• Athletic Director
• Executive Director Student Affairs
• Vice President for Advancement
• Vice President Academic Affairs
• Executive Director of Enrollment Management
• Vice President for Finance and Administration

Quality Assurance and AQIP Preview (Higher Learning Commission Team)
• Faculty (Humanities)
• Director of Criminal Justice
• Associate Vice President of Business and Industry
• Director of Institutional Research
• Executive Director of Enrollment Management
• Vice President Academic Affairs
• Accreditation Liaison Officer
• Executive Director of Student Affairs
• Vice President for Finance and Administration
• President

Campus Tour and Facilities Review
• Students (numerous and 2 facilitated the tour)
• Director
• Library Staff (2)
• Grounds, maintenance, custodial (well-maintained conditions and buildings)

Student Meeting
• Residential
• Commuter
• Vocational Education
• Transfer
• 25 students attended

Strategic Leadership Team (Assessment, Student Learning Needs, Key Measures, Distance Learning)
• Director of Upward Bound
• Executive Director of Enrollment Management
• Vice President Academic Affairs
• Accreditation Liaison Officer
• Executive Director of Student Affairs
• Vice President for Finance and Administration
• Registrar
• Administrative Assistant for Academics
- Vice President for Institutional Advancement
- Endowment Coordinator
- Associate Vice President for Institutional Advancement
- Director of Library Services
- Human Resources Coordinator
- Director of Admissions
- Vice President for Information Technology
- Athletic Director
- Associate Vice President for Distance Learning
- Faculty (Business Computer and Information Technology)
- Faculty (Biology and Natural Sciences)
- Faculty (Humanities)
- Director of Criminal Justice
- Director of EMS Education
- Associate Vice President for Business and Industry
- President

Distance Learning Internal Stakeholders (Distance Learning Review)
- Faculty (Social Sciences, Natural Sciences, Business Computers and Information Technology, Humanities. 14 faculty)
- Online Coordinator
- Learning Management Systems Coordinator
- Band Director
- Associate Vice President of Academic and Secondary Partnerships
- Site Coordinator (Mulvane Site)
- Associate Vice President of Business and Industry
- Associate Vice President of Distance Learning
- Systems Administrator
- Director of EMS Education
- Career and Technical Education Department Chair
- Vice President for Academic Affairs

Distance Learning (Student Stakeholder Meeting)
- 3 students (one completely online, one hybrid, and one face-to-face and online courses)

Faculty and Staff: Open Session
- 17 faculty in person (Sociology, Natural Sciences, CTE, Human Health Services, Humanities, Business Computers Information Technology)

- 3 at additional locations (joined via online technology)
- 13 staff in person

Criteria 1 & 2 – Open Session
- 28 employees representing a cross section across campus
  - Academics
  - Student Affairs
  - Faculty
  - Finance and Administration
  - Institutional Advancement
  - Accreditation Liaison Officer
• Executive Director of Student Affairs
• 2 faculty from remote sites

Library, Tutoring, and Dual Credit
• Associate Vice President for Academic and Secondary Partnerships
• Director of Library
• Director of ECE Education
• Tutoring Services
• Faculty
• Vice President for Academic Affairs
• Accreditation Liaison Officer

Board of Trustees
• 3 elected Board members
• Board Chair
  o Long-standing member
  o Newly elected member

Day 2

Systems Information Team
• Technology Support Specialist
• Systems Administrator
• Vice President for Information Technology
• Administrative Assistant
• Director of Library Services
• Administrative Assistant to the President
• Information Technology Administrator
• Director of Human Resources
• Vice President for Academic Affairs
• Associate Vice President for Distance Learning
• Accreditation Liaison Officer

Human Resources (Faculty and Staff Qualifications)
• Vice President for Academic Affairs
• Administrative Assistant for Academics
• Director of Human Resources
• Associate Vice President of Business and Industry
• Associate Vice President of Academics and Secondary Partnerships
• Associate Vice President of Distance Learning
• Vice President for Finance and Administration
• Accreditation Liaison Officer

Enrollment Management
• Executive Director of Enrollment Management
• Coordinator of Military Education
• Financial Aid Director
• Registrar
• Director of Admissions
• Associate Vice President of Academics and Secondary Partnerships
• Vice President for Finance and Administration
• Accreditation Liaison Officer

Financial Aid and Advising
• Executive Director of Enrollment Management
• Director of Admissions
• Coordinator of Military Education
• Financial Aid Director
• Associate Vice President of Academics and Secondary Partnerships
• Vice President for Finance and Administration
• Accreditation Liaison Officer

Academic Affairs
• Associate Vice President of Distance Learning
• Career and Technical Education Department Chair
• Vice President for Academic Affairs
• Health and Human Health Services Department Chair
• Registrar
• Associate Vice President for Business and Industry
• Associate Vice President for Academics and Secondary Partnerships
• Humanities Department Chair
• Faculty (Business Computers Information Technology, Social Sciences, Natural Sciences, Humanities)

Assessment (Reviewed Program Learning Outcomes and Global Learning Outcomes – General Education Assessment)
• Associate Vice President of Distance Learning
• Career and Technical Education Department Chairs (3)
• Vice President for Academic Affairs
• Health and Human Services Department Chair
• Associate Vice President for Business and Industry
• Associate Vice President for Academics and Secondary Partnerships
• Humanities Department Chair
• Faculty (Business Computers Information Technology, Social Sciences, Natural Sciences, Humanities, Cosmetology)

Faculty: Open Session
• 23 faculty in person (Sociology, Natural Sciences, CTE, Human Health Services, Allied Health, Humanities, Business Computers Information Technology)
• 2 at additional locations (joined via online technology)

Criteria 3 & 4 – Open Session
• 51 employees representing a cross section across campus
  o Academics
  o Athletics
  o Enrollment
  o Registrar
  o Math
  o Institutional Advancement
  o Student Affairs
o Faculty
o Finance and Administration
o Institutional Advancement
o Maintenance
o Housing
o Student Affairs
o Impact/Trio
o Transportation
o Administrative Assistant (President’s Office)

Criteria 5 – Open Session
• 34 employees representing a cross section across campus
  o Academics
  o Student Affairs
  o Faculty
  o Finance and Administration
  o Institutional Advancement
  o Maintenance
  o Housing
  o Student Affairs
  o Impact/Trio
  o Transportation
  o Administrative Assistant (President’s Office)
  o Student Life
  o Business Office
    • Accreditation Liaison Officer
    • Executive Director of Student Affairs
    • Vice President for Finance and Administration
    • 2 faculty from remote sites
    • 1 support staff from remote site

Day 3
Cowley Administrators (Open Session for Administrators) (Focus on CQI) (44 in attendance)
• President
• Vice President Academic Affairs
• Accreditation Liaison Officer
• Executive Director of Student Affairs
• Vice President for Information Technology
• Vice President for Finance and Administration
• Associate Vice President of Distance Learning
• Transfer-level Department Chairs
• Career and Technical Education Department Chairs
- Vice President for Academic Affairs
- Health and Human Health Services Department Chair
- Registrar
- Associate Vice President for Business and Industry
- Associate Vice President for Distance Learning
- Associate Vice President for Academics and Secondary Partnerships
- Humanities Department Chairs
- Natural Science and Math Department Chairs
- Vice President Information Technology
- Athletic Director
- Admission Director
- Admission Staff
- Maintenance
- Grounds
- Book Store Director
- Business Services and Director
- Financial Aid and Director
- Admissions Staff
- Advising Staff
- Executive Director Student Affairs
- Vice President for Advancement
- Executive Director of Enrollment Management
- Vice President for Finance and Administration

Exit Session (78 in attendance)

- Vice President Academic Affairs
- Accreditation Liaison Officer
- President
- Executive Director of Student Affairs
- Vice President for Finance and Administration
- Associate Vice President of Distance Learning
- Transfer-level Department Chairs
- Career and Technical Education Department Chairs
- Vice President for Academic Affairs
- Health and Human Health Services Department Chair
- Registrar
- Bookstore Staff
- Maintenance Staff
- Athletic Staff
- Enrollment Services
- Human Resources Staff
- Associate Vice President for Business and Industry
- Associate Vice President for Distance Learning
- Associate Vice President for Academics and Secondary Partnerships
- Humanities Department Chairs
- Natural Science and Math Department Chairs
- Vice President Information Technology
- Athletic Director
- Student Life
• Admission Director
• Business Services
• Housing
• Admission Staff
• Faculty (Social Sciences, Natural Sciences, Allied Health, CTE, Humanities, Math, Human Health Services, Business Information Technology)
• Student Life
• Maintenance
• Buildings and Grounds
• Book Store Director
• Business Services and Director
• Financial Aid and Director
• Admissions Staff
• Advising Staff
• Executive Director Student Affairs
• Vice President for Advancement
• Vice President for Information Technology
• Executive Director of Enrollment Management
• Impact/Trio
• Disability Services
Appendix B

Principal Documents, Materials, and Web Pages Reviewed

<table>
<thead>
<tr>
<th>Category</th>
<th>Documents/Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complaint Data</td>
<td>Housing, Business, Financial Aid Appeals, and Grade Appeals</td>
</tr>
<tr>
<td>Follow-up correspondence</td>
<td>for complaint data</td>
</tr>
<tr>
<td>Academic Catalog</td>
<td>(current 2015-2016)</td>
</tr>
<tr>
<td>All Federal Compliance Documentation</td>
<td>submitted (September 2014-2016)</td>
</tr>
<tr>
<td>Employee Handbook</td>
<td>(current 2016)</td>
</tr>
<tr>
<td>Annual Plans for College Areas</td>
<td>(from 2012 - current)</td>
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<tr>
<td>Cowley Enrollment Guide</td>
<td>– 2016</td>
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<tr>
<td>Grade Appeals Procedure</td>
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<tr>
<td>President Annual Report</td>
<td>(2012-12, 2013-14)</td>
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<tr>
<td>Board of Trustee Minutes</td>
<td></td>
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<tr>
<td>Strategic Planning Document</td>
<td>(Current)</td>
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<tr>
<td>Strategic Planning PowerPoint</td>
<td>used for all employee meetings</td>
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<tr>
<td>Student Handbook Orientation</td>
<td>(Fall 2015)</td>
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<tr>
<td>Parent Handbook August 2015</td>
<td></td>
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<tr>
<td>Housing Handbook (2015-16)</td>
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<tr>
<td>College website: Tuition and Fees, Admissions, Academic Program Requirements, Grading, Accreditation, Counseling/Transferring Courses, Dual Enrollment, New Student Information</td>
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<td>Financial Aid Information</td>
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<td>Student ID Cards</td>
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<td>Student Newspaper</td>
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<td>Consumer Information</td>
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<td>Syllabus from sample courses</td>
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<td>Hiring process documents</td>
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<td>Strategic Priority Teams</td>
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<td>AQIP Action Project Updates</td>
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<td>Outcomes Assessment Reports from GLO and PLO</td>
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<td>Cowley College Procedures for Program Learning</td>
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<td>Sample communication from College President to the community, the students, the board, and the faculty and staff</td>
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<td>Cowley College Accountability and Institutional Measures (AIM)</td>
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<td>Succession Planning Procedure</td>
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<td>Content of Cowley College Board Retreat</td>
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<td>Strategic Initiatives updates and team members</td>
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<td>Certification documentation for Auto Series Programs (through March 2018)</td>
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<tr>
<td>Faculty Qualifications Documentation Form</td>
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<tr>
<td>Process and documentation for hiring adjunct/part-time instructional personnel</td>
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<tr>
<td>Request/metrics for requesting need to fill academic vacancy or new identified personnel</td>
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<tr>
<td>Sample of material, activities, and schedule a SWOT for an all-employee in-service</td>
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<tr>
<td>Newspaper clipping of Notice for Public Comment</td>
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<td>Federal Compliance Filing Report</td>
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<tr>
<td>Course Syllabi from a selection of onsite and online courses in multiple academic areas</td>
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<td>Student and Marketing Surveys</td>
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<td>Results from student survey</td>
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<td>Results from marketing survey</td>
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<td>Documentation for measuring Co-curricular learning program (ACE)</td>
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<tr>
<td>Academic Dishonesty Policy</td>
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</tbody>
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Price of Textbooks
Student Class Schedule
New Employee Orientation material
College Viewbook
Cowley College Bookmark with Admissions information (web and phone)
Cowley Homepage: http://www.cowley.edu/
Cowley Financial Aid: http://www.cowley.edu/finaid/
Cowley Board of Trustees: http://www.cowley.edu/about/board/trustees
Cowley Admission: http://www.cowley.edu/admissions/
Cowley Tutoring: http://www.cowley.edu/tutoring/
Cowley Co-Curricular: http://www.cowley.edu/studentlife/
Cowley Course Schedule: http://www.cowley.edu/schedules/
Cowley Locations: http://www.cowley.edu/campus/
Audits: http://www.cowley.edu/about/financials/CCCC2015_audit.pdf
Right to Know: http://www.cowley.edu/aqip/right_to_know.html
Board of Trustee Meetings: http://www.cowley.edu/about/board/trustees.html
Institutional Accreditation: http://www.cowley.edu/about/accreditation.html
Appendix C

Federal Compliance Filing
Appendix D (if applicable)

Multi-Campus Report(s)
Federal Compliance Worksheet for
Review Panels and Evaluation Teams

Effective September 1, 2014 – August 31, 2016

Evaluation of Federal Compliance Components

The panel reviews each item identified in the Federal Compliance Guide and documents its findings in the appropriate spaces below. The panel should expect the institution to address these requirements with brief narrative responses and provide supporting documentation, where necessary. If the panel finds in the course of this review that there are substantive issues with the institution’s fulfillment of these requirements, it should document them in the space provided below.

This worksheet outlines the information the panel should review in relation to the federal requirements and provides spaces for the team’s conclusions in relation to each requirement. The panel should refer to the Federal Compliance Guide for Institutions and Evaluation Teams in completing this worksheet. The Guide identifies applicable Commission policies and an explanation of each requirement. The evaluation team will review the areas the panel identified for further review and will consider the panel’s work in light of information gained in the on-ground visit.

Institution under review: Cowley County Community College and Area Vocational-Tech School

Panel Members: Jackie Freeze, PhD, Moreen Carvan, EdD

Panel Recommendations for Further Review

The panel should identify any areas that appear to require further review from the evaluation team during the on-site visit. The team should delete this section of the report after it reviews the comments from the panel and follows up on any areas identified.

Team Findings

The team should identify its findings in following up on the areas identified by the panel. The team should also identify any findings it made related to Federal Compliance over the course of the visit. The final version of the worksheet should reflect the findings of the team. It should not contain findings from the panel with which the team does not concur.

DETAILED REVIEW OF FEDERAL COMPLIANCE
Assignment of Credits, Program Length, and Tuition

Address this requirement by completing the “Team Worksheet for Evaluating an Institution’s Assignment of Credit Hours and on Clock Hours” in the Appendix at the end of this document.

Institutional Records of Student Complaints

The institution has documented a process in place for addressing student complaints and appears to be systematically processing such complaints as evidenced by the data on student complaints since the last comprehensive evaluation.

1. Review the process that the institution uses to manage complaints as well as the history of complaints received and processed with a particular focus in that history on the past three or four years.

2. Determine whether the institution has a process to review and resolve complaints in a timely manner.

3. Verify that the evidence shows that the institution can, and does, follow this process and that it is able to integrate any relevant findings from this process into its review and planning processes.

4. Advise the institution of any improvements that might be appropriate.

5. Consider whether the record of student complaints indicates any pattern of complaints or otherwise raises concerns about the institution’s compliance with the Criteria for Accreditation or Assumed Practices.

6. Check the appropriate response that reflects the team’s conclusions:

   _X_ The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements.

   ___ The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements but recommends Commission follow-up.

   ___ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission’s requirements and recommends Commission follow-up.

   ___ The team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:

Cowley County Community College has a formal policy (SDT009) for grade appeals. They are handled by the office of the Vice President for Academic Affairs. Non-grade appeals are handled under policies 404 and 405 through the Student Affairs Council. Students can lodge complaints directly to the office/person, supervisor, and Vice President. Students may also file complaints online through the “tell it to the president” link. If they disagree with the Vice President’s ruling, they can go before the student affairs committee. The college also has an online complaint form for online students.
The institution provided a summary of “tell it to the president” comments and the initial forwarding. It is difficult to tell whether there is a systematic method for cataloging complaints and reviewing trends for action. This includes complaints from November, 2015 was presented as evidence to the site team. The review of trends was not evident in the spreadsheet or the discussion led by the team although a new Student Information System will be implemented in the Fall, 2016 and used to track information. A composite of resident hall concerns was documented through the use of completed forms and written student requests. Binders were used to catalog the information.

The HLC visit team reviewed the system Cowley uses to collect, review, and respond to complaint data. The institution catalogs and tracks the data by type, i.e. Financial Aid, Housing, grade appeal. The team reviewed data from Fall of 2012 through the current semester. The institution has a systematic process for managing the complaints, responding to the complaints, and using complaint data to make necessary, systematic changes.

Additional monitoring, if any:

**Publication of Transfer Policies**

*The institution has demonstrated it is appropriately disclosing its transfer policies to students and to the public. Policies contain information about the criteria the institution uses to make transfer decisions.*

1. Review the institution’s transfer policies.
2. Review any articulation agreements the institution has in place, including articulation agreements at the institution level and program-specific articulation agreements.
3. Consider where the institution discloses these policies (e.g., in its catalog, on its web site) and how easily current and prospective students can access that information.

Determine whether the disclosed information clearly explains the criteria the institution uses to make transfer decisions and any articulation arrangements the institution has with other institutions. Note whether the institution appropriately lists its articulation agreements with other institutions on its website or elsewhere. The information the institution provides should include any program-specific articulation agreements in place and should clearly identify program-specific articulation agreements as such. Also, the information the institution provides should include whether the articulation agreement anticipates that the institution under Commission review: 1) accepts credit from the other institution(s) in the articulation agreement; 2) sends credits to the other institution(s) in the articulation agreements that it accepts; or 3) both offers and accepts credits with the other institution(s).

4. Check the appropriate response that reflects the team’s conclusions:

   _X_ The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements.

   ___ The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements but recommends Commission follow-up.
The team has reviewed this component of federal compliance and has found the institution not to meet the Commission’s requirements and recommends Commission follow-up.

The team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:

Cowley College publishes information for students transferring into the institution online, in the college catalog, and in the enrollment guide. The procedure indicates that transfer credit is accepted from any regionally accredited institution. The policy is specified by the Kansas Board of Regents policy 88-26-4. A process, which is overseen by the registrar, specifies how transfer credit is reviewed and transcripted.

Students transferring from the College are provided with numerous resources to make the process easier. A transfer checklist is provided in the catalog and there are 6 articulation agreements in place along with transfer information on 11 other institutions.

The HLC visiting team agrees with the team finding and was able to verify that the information included on the Cowley web site concerning transfer information available for students was accurate. Cowley works with transfer institutions to ensure to update this site regularly to ensure transfer information is accurate.

Additional monitoring, if any:

**Practices for Verification of Student Identity**

The institution has demonstrated that it verifies the identity of students who participate in courses or programs provided to the student through distance or correspondence education and appropriately discloses additional fees related to verification to students and to protect their privacy.

1. Determine how the institution verifies that the student who enrolls in a course is the same student who submits assignments, takes exams, and earns a final grade. Consider whether the institution’s approach respects student privacy.

2. Check that any fees related to verification and not included in tuition are explained to the students prior to enrollment in distance courses (e.g., a proctoring fee paid by students on the day of the proctored exam).

3. Check the appropriate response that reflects the team’s conclusions:

   _X_ The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements.

   ___ The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements but recommends Commission follow-up.

   ___ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission’s requirements and recommends Commission follow-up.

   ___ The team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).
Comments:

Cowley College assigns unique identifiers and passwords to all students to the administrative system and LMS. Some courses proctor online exams and/or require future identification and passwords.

Background checks are completed on criminal justice and allied health students. Separate processing fees are clearly published in program guides and in the catalog.

The HLC visiting team discussed the student authentication process with numerous stakeholders, particularly key stakeholders who validate the process in Student Services and Technology Services, to validate this process. The HLC visiting team concurs with panel team’s conclusions.

Additional monitoring, if any:

Title IV Program Responsibilities

The institution has presented evidence on the required components of the Title IV Program.

This requirement has several components the institution and team must address:

- **General Program Requirements.** The institution has provided the Commission with information about the fulfillment of its Title IV program responsibilities, particularly findings from any review activities by the Department of Education. It has, as necessary, addressed any issues the Department raised regarding the institution’s fulfillment of its responsibilities in this area.

- **Financial Responsibility Requirements.** The institution has provided the Commission with information about the Department’s review of composite ratios and financial audits. It has, as necessary, addressed any issues the Department raised regarding the institution’s fulfillment of its responsibilities in this area. (Note that the team should also be commenting under Criterion Five if an institution has significant issues with financial responsibility as demonstrated through ratios that are below acceptable levels or other financial responsibility findings by its auditor.)

- **Default Rates.** The institution has provided the Commission with information about its three year default rate. It has a responsible program to work with students to minimize default rates. It has, as necessary, addressed any issues the Department raised regarding the institution’s fulfillment of its responsibilities in this area. Note for 2012 and thereafter institutions and teams should be using the three-year default rate based on revised default rate data published by the Department in September 2012; if the institution does not provide the default rate for three years leading up to the comprehensive evaluation visit, the team should contact Commission staff.

- **Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures.** The institution has provided the Commission with information about its disclosures. It has demonstrated, and the team has reviewed, the institution’s policies and practices for ensuring compliance with these regulations.
- **Student Right to Know.** The institution has provided the Commission with information about its disclosures. It has demonstrated, and the team has reviewed, the institution’s policies and practices for ensuring compliance with these regulations. The disclosures are accurate and provide appropriate information to students. (Note that the team should also be commenting under Criterion One if the team determines that disclosures are not accurate or appropriate.)

- **Satisfactory Academic Progress and Attendance.** The institution has provided the Commission with information about policies and practices for ensuring compliance with these regulations. The institution has demonstrated that the policies and practices meet state or federal requirements and that the institution is appropriately applying these policies and practices to students. In most cases, teams should verify that these policies exist and are available to students, typically in the course catalog or student handbook. Note that the Commission does not necessarily require that the institution take attendance but does anticipate that institutional attendance policies will provide information to students about attendance at the institution.

- **Contractual Relationships.** The institution has presented a list of its contractual relationships related to its academic program and evidence of its compliance with Commission policies requiring notification or approval for contractual relationships. (If the team learns that the institution has a contractual relationship that may require Commission approval and has not received Commission approval the team must require that the institution complete and file the change request form as soon as possible. The team should direct the institution to review the Contractual Change Application on the Commission’s web site for more information.)

- **Consortial Relationships.** The institution has presented a list of its consortial relationships related to its academic program and evidence of its compliance with Commission policies requiring notification or approval for consortial relationships. (If the team learns that the institution has a consortial relationship that may require Commission approval and has not received Commission approval the team must require that the institution complete and file the form as soon as possible. The team should direct the institution to review the Consortial Change Application on the Commission’s web site for more information.)

1. Review all of the information that the institution discloses having to do with its Title IV program responsibilities.

2. Determine whether the Department has raised any issues related to the institution’s compliance or whether the institution’s auditor in the A-133 has raised any issues about the institution’s compliance as well as look to see how carefully and effectively the institution handles its Title IV responsibilities.

3. If an institution has been cited or is not handling these responsibilities effectively, indicate that finding within the federal compliance portion of the team report and whether the institution appears to be moving forward with corrective action that the Department has determined to be appropriate.

4. If issues have been raised with the institution’s compliance, decide whether these issues relate to the institution’s ability to satisfy the Criteria for Accreditation, particularly with regard to whether its disclosures to students are candid and complete and demonstrate appropriate integrity (Core Component 2.A and 2.B).

5. Check the appropriate response that reflects the team’s conclusions:

   _X__ The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements.

   ___ The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements but recommends Commission follow-up.
The team has reviewed this component of federal compliance and has found the institution not to meet the Commission’s requirements and recommends Commission follow-up.

The team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:

The HLC visit team met examined College materials including the College Catalog, College Marketing and Recruiting materials, course schedules, tracking systems for attendance and grade records as well as information included on the College website. The team particularly examined the separation between Financial Aid and Athletics. Cowley specifically states on its website included in the Financial Aid section:

http://www.cowley.edu/finaid/eligibility.html or

http://www.cowleytigers.com/sports/2014/9/24/GEN 092414050.aspx “Title IV Aid (Federal Financial Aid) is not determined by athletic participation. For more information or questions students may contact the Financial Aid Office at 620-441-5248 or financialaid@cowley.edu or by visiting www.cowley.edu/finaid. In addition, the on the “Student Right to Know” page there is a link to the USDOE “The Equity in Athletics Data Analysis Cutting Tool”. The tool contains a disclaimer regarding its use in determining compliance with federal laws other than EADA.

Further evidence with all areas of Title IV was supported with supported with discussions in meetings with stakeholders from Academic Affairs, Financial Aid, Student Services, Library and Tutoring Staff, Technology Services, Disability Services, Veterans Affairs, the Board of Trustees, Athletics, Residential Housing, Business Services, and executive leadership. Discussions with faculty, administrators, hourly staff, students, and Board of Trustee members also confirmed compliance with all areas of Title IV Program Responsibilities.

Issues identified by the panel – recommend follow-up

Issues reported, reviewed and found to be resolved appropriately

1. Cowley County Community College experienced a finding in 2007 (determination of student status as independent w/o evidence) that was appropriately addressed through a policy change and repayment of federal aid funding. No further citation on this finding was issued by the US DOE, and no further findings have been made.

2. An instance of noncompliance (determination of date of student withdrawal for students who withdrew without notification) was reported in the single audit of FY 2012. The institution addressed the issue by establishing a process determining student status within the 30 day compliance requirement. A test conducted during the single audit of FY 2013 found no instance of non-compliance in a random 40 case sample.
3. The institution responded to a high default rate (18.3%) of the 2010 cohort by contracting with a third party agent to manage all contact with students regarding loans. Default rates for 2011 cohort (11.3%) and 2012 cohort (8.3%) are below the national cohort default rates.

Additional monitoring, if any:

**Required Information for Students and the Public**

1. Verify that the institution publishes fair, accurate, and complete information on the following topics: the calendar, grading, admissions, academic program requirements, tuition and fees, and refund policies.
2. Check the appropriate response that reflects the team’s conclusions:

   - X The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements.
   - ___ The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements but recommends Commission follow-up.
   - ___ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission’s requirements and recommends Commission follow-up.
   - ___ The team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

   Comments:
   The “Right to Know” page provides links to all listed tools, services policies and procedures. The information is presented consistently in multiple areas of the website.

   The HLC visiting team confirmed that the College publishes accurate, timely, fair, and complete information concerning the listed processes through review of documents, publications, the College website, and in discussions with employees and students during the visit.

   Additional monitoring, if any:

**Advertising and Recruitment Materials and Other Public Information**

*The institution has documented that it provides accurate, timely and appropriately detailed information to current and prospective students and the public about its accreditation status with the Commission and other agencies as well as about its programs, locations and policies.*

1. Review the institution’s disclosure about its accreditation status with the Commission to determine whether the information it provides is accurate and complete, appropriately formatted and contains the Commission’s web address.
2. Review institutional disclosures about its relationship with other accrediting agencies for accuracy and for appropriate consumer information, particularly regarding the link between specialized/professional accreditation and the licensure necessary for employment in many professional or specialized areas.
3. Review the institution’s catalog, brochures, recruiting materials, and information provided by the institution’s advisors or counselors to determine whether the institution provides accurate information to current and prospective students about its accreditation, placement or licensure, program requirements, etc.

4. Check the appropriate response that reflects the team’s conclusions:

- [X] The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements.
- [ ] The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements but recommends Commission follow-up.
- [ ] The team has reviewed this component of federal compliance and has found the institution not to meet the Commission’s requirements and recommends Commission follow-up.
- [ ] The team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:
The website provides accurate information about accreditation, placement or licensure, program requirements and outcomes.

The HLC visit team reviewed brochures and other recruiting information that website provides accurate information about accreditation, placement or licensure, program requirements and outcomes.

Additional monitoring, if any:

**Review of Student Outcome Data**

1. Review the student outcome data the institution collects to determine whether it is appropriate and sufficient based on the kinds of academic programs it offers and the students it serves.

2. Determine whether the institution uses this information effectively to make decisions about academic programs and requirements and to determine its effectiveness in achieving its educational objectives.

3. Check the appropriate response that reflects the team’s conclusions:

- [X] The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements.
- [ ] The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements but recommends Commission follow-up.
- [ ] The team has reviewed this component of federal compliance and has found the institution not to meet the Commission’s requirements and recommends Commission follow-up.
- [ ] The team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:
The Federal Compliance Filing and AQIP Portfolio provide evidence that the institution has an appropriate and sufficient data collection and analysis system. Evidence for the past three years supports the use of the information to determine effectiveness. Evidence supports the claim that the institution makes decisions about programs and requirements based on this evidence.
The HLC visit team confirmed that the institution collects, tracks, and analyzes student outcome data. Cowley collects data from Global Learning Outcomes and Program Learning Outcomes. These data are then analyzed to make informed revisions as the classroom, general education program level, and career program level.

Additional monitoring, if any:

Standing with State and Other Accrediting Agencies

The institution has documented that it discloses accurately to the public and the Commission its relationship with any other specialized, professional or institutional accreditor and with all governing or coordinating bodies in states in which the institution may have a presence.

The team has considered any potential implications for accreditation by the Higher Learning Commission of sanction or loss of status by the institution with any other accrediting agency or loss of authorization in any state.

Important note: If the team is recommending initial or continued status, and the institution is now or has been in the past five years under sanction or show-cause with, or has received an adverse action (i.e., withdrawal, suspension, denial, or termination) from, any other federally recognized specialized or institutional accreditor or a state entity, then the team must explain the sanction or adverse action of the other agency in the body of the Assurance Section of the Team Report and provide its rationale for recommending Commission status in light of this action. In addition, the team must contact the staff liaison immediately if it learns that the institution is at risk of losing its degree authorization or lacks such authorization in any state in which the institution meets state presence requirements.

1. Review the information, particularly any information that indicates the institution is under sanction or show-cause or has had its status with any agency suspended, revoked, or terminated, as well as the reasons for such actions.

2. Determine whether this information provides any indication about the institution’s capacity to meet the Commission’s Criteria for Accreditation. Should the team learn that the institution is at risk of losing, or has lost, its degree or program authorization in any state in which it meets state presence requirements, it should contact the Commission staff liaison immediately.

3. Check the appropriate response that reflects the team’s conclusions:

   _X_  The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements.

   ___ The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements but recommends Commission follow-up.

   ___ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission’s requirements and recommends Commission follow-up.

   ___ The team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:
Prior to a site, visit the institution was made aware that information on the website needed updated to include correct references to HLC (Higher Learning Commission) and KBOR (Kansas Board of Regents). The institution also needed to update information on the website referring to its Cosmetology program accredited by Kansas Board of Cosmetology, its Automotive Service Technology program accredited by the National Automotive Technicians Education Foundation (NATEF), and its Paramedic Program accredited by the Commission on Accreditation of Allied Health Education Programs upon the recommendation of the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP).

During the visit, the site team was provided evidence that the institution updated the information. The information available on the web site now accurately reports the institutions standing with state and other accrediting agencies. The site team recommends that no follow-up is necessary.

Additional monitoring, if any:

**Public Notification of Opportunity to Comment**

*The institution has made an appropriate and timely effort to solicit third party comments. The team has evaluated any comments received and completed any necessary follow-up on issues raised in these comments. Note that if the team has determined that any issues raised by third-party comment relate to the team’s review of the institution’s compliance with the Criteria for Accreditation, it must discuss this information and its analysis in the body of the Assurance Section of the Team Report.*

1. Review information about the public disclosure of the upcoming visit, including sample announcements, to determine whether the institution made an appropriate and timely effort to notify the public and seek comments.
2. Evaluate the comments to determine whether the team needs to follow-up on any issues through its interviews and review of documentation during the visit process.
3. Check the appropriate response that reflects the team’s conclusions:
   - X The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements.
   - ___ The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements but recommends Commission follow-up.
   - ___ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission’s requirements and recommends Commission follow-up.
   - ___ The team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:

The HLC visit team was sent evidence that the Cowley did follow an appropriate and timely effort to solicit third party comments. No third party commits were submitted.

Additional monitoring, if any:
Institutional Materials Related to Federal Compliance Reviewed by the Panel

Provide a list materials reviewed here:

1. Cowley County Community College “1275 20160129 Comprehensive Quality Review Federal Compliance Institution” document and embedded links (all)
2. Cowley County Community College “1275 20160129 System Assessment - Systems Portfolio” (all)
3. Cowley County Community College “1275 20160129 Comprehensive Quality Review Audit” documents (all)
4. Cowley County Community College “1275 20160129 Comprehensive Quality Review Appendices” hyperlinks (all)
5. Cowley County Community College “1275 20160129 Comprehensive Quality Review Quality Highlights” documents (all)
7. Cowley County Community College Academic Catalog
8. Cowley County Community College Academic Departments
9. Cowley County Community College Allied Health Center EMS
10. Cowley County Community College Cowley College Online
11. Cowley County Community College Mulvane Center Automotive Technology
12. Cowley County Community College Tiger Athletics website home page
13. Cowley County Community College Tiger Athletic Handbook
15. Cowley County Community College Student Right to Know webpage (all linked pages and websites)
16. Office of Postsecondary Education Equity in Athletics Data Analysis Cutting Tool
17. Commission on Accreditation of Allied Health Education Programs (CAAHEP) home page and accredited program search page.
18. Committee on Accreditation of Educational Programs for Emergency Medical Services Personnel (CoAEMSP) website
19. National Automotive Technicians Education Foundation (NATEF) home page and accredited program search function

Institutional Materials Related to Federal Compliance Reviewed by the Team

Provide a list materials reviewed here:

Complaint Data from: Housing, Business, Financial Aid Appeals, and Grade Appeals
Follow-up correspondence for complaint data
Academic Catalog (current 2015-2016)
All Federal Compliance Documentation submitted (September 2014 14-2016)
Employee Handbook (current 2016)
Annual Plans for College Areas (from 2012 - current)
Cowley Enrollment Guide – 2016-17
Grade Appeals Procedure
President Annual Report (2012-12, 2013-14)
Board of Trustee Minutes
Strategic Planning Document (Current)
Strategic Planning PowerPoint used for all employee meetings
Student Handbook Orientation (Fall 2015)
Parent Handbook August 2015
Housing Handbook (2015-16)
College website: Tuition and Fees, Admissions, Academic Program Requirements, Grading, Accreditation, Counseling/Transferring Courses, Dual Enrollment, New Student Information
Financial Aid Information
Student ID Cards
Student Newspaper
Consumer Information
Syllabus from sample courses
Hiring process documents
Strategic Priority Teams
AQIP Action Project Updates
Outcomes Assessment Reports from GLO and PLO
Cowley College Procedures for Program Learning
Sample communication from College President to the community, the students, the board, and the faculty and staff
Cowley College Accountability and Institutional Measures (AIM)
Succession Planning Procedure
Content of Cowley College Board Retreat
Strategic Initiatives updates and team members
Faculty Qualifications Documentation Form
Process and documentation for hiring adjunct/part-time instructional personnel
Request/metrics for requesting need to fill academic vacancy or new identified personnel
Sample of material, activates, and schedule a SWOT for an all-employee in-service
Newspaper clipping of Notice for Public Comment
Federal Compliance Filing Report
Course Syllabi from a selection of onsite and online courses in multiple academic areas
Student and Marketing Surveys
Results from student survey
Results from marketing survey
Documentation for measuring Co-curricular learning program (ACE)
Academic Dishonesty Policy
Price of Textbooks
Student Class Schedule
New Employee Orientation material
College Viewbook
Cowley College Bookmark with Admissions information (web and phone)
Appendix

Team Worksheet for Evaluating an Institution’s Program Length and Tuition, Assignment of Credit Hours and on Clock Hours

Institution under review: Cowley County Community College

Part 1: Program Length and Tuition

Instructions
The institution has documented that it has credit hour assignments and degree program lengths within the range of good practice in higher education and that tuition is consistent across degree programs (or that there is a rational basis for any program-specific tuition).

Review the “Worksheet for Use by Institutions on the Assignment of Credit Hours and on Clock Hours” as well as the course catalog and other attachments required for the institutional worksheet.

Worksheet on Program Length and Tuition

A. Answer the Following Questions

Are the institution’s degree program requirements within the range of good practice in higher education and contribute to an academic environment in which students receive a rigorous and thorough education?

___X___ Yes       ____ No

Comments:

Cowley County Community College offers two year Associate of Arts, Associate of Science, Associate of General Studies and Associate of Applied Science degrees, and career and technical certificates ranging from one semester to two years. The range of credit hours is within the range of acceptable practice. Degrees range from 62 to 70 credit hours and certificates from 18 to 48 credit hours. There are a number of program over 62 which may be a little high given the 60-credit hours recommendation for associate degrees. General education requirements are found in all degrees and range between 15 and 50 credits.

Are the institution’s tuition costs across programs within the range of good practice in higher education and contribute to an academic environment in which students receive a rigorous and thorough education?

___X___ Yes       ____ No
Comments:

CCCC assesses tuition and required fees to students uniformly and within reasonable parameters for community college tuition costs. They compare favorably to those at peer institutions. Course fees are straight-forward, relevant, and clearly described in the class schedule.

<table>
<thead>
<tr>
<th></th>
<th>Cowley County Residents</th>
<th>Other Kansas Residents</th>
<th>Oklahoma Residents</th>
<th>Other USA States’ Resident</th>
<th>International Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$ 55.</td>
<td>$ 65.</td>
<td>$ 75.</td>
<td>$112.</td>
<td>$159.</td>
</tr>
<tr>
<td>Required Fees</td>
<td>$29.</td>
<td>$29.</td>
<td>$29.</td>
<td>$29.</td>
<td>$29.</td>
</tr>
<tr>
<td>Total</td>
<td>$252.</td>
<td>$282.</td>
<td>$312.</td>
<td>$423.</td>
<td>$564.</td>
</tr>
</tbody>
</table>

**Other Fees:**

- Online Course Fee - $25 per credit hour
- Security Fee - $10 per semester
- Other Lab/Course/Program Fee (tools and supplies): varies by course - $25 - $100 per course

The only exception to the normal tuition charges is the accelerated online program for the Non-Destructive program. The tuition increase rationale is that the online program is accelerated from the face to face 24 months to 16 months, requiring more resources to offer the online program in a condensed period. Also, the ease of accessing the program fully online, requiring only a 2-week practicum at the end of the program. In addition, there is dedicated enrollment and advisor support, committed singly to the online accelerated NDT cohorts.

<table>
<thead>
<tr>
<th></th>
<th>Cowley County Residents</th>
<th>Other Kansas Residents</th>
<th>Oklahoma Residents</th>
<th>Other USA States’ Resident</th>
<th>International Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$327</td>
<td>$357</td>
<td>$387</td>
<td>$498</td>
<td>$639</td>
</tr>
<tr>
<td>Other Fees</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Online with NDT Prefix</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$900</td>
</tr>
</tbody>
</table>

**B. Recommend Commission Follow-up, If Appropriate**

Is any Commission follow-up required related to the institution’s program length and tuition practices?

____ Yes ___X__ No

Rationale:

Identify the type of Commission monitoring required and the due date:

**Part 2: Assignment of Credit Hours**

**Instructions**
In assessing the appropriateness of the credit allocations provided by the institution the team should complete the following steps:

1. Review the Worksheet completed by the institution, which provides information about an institution’s academic calendar and an overview of credit hour assignments across institutional offerings and delivery formats, and the institution’s policy and procedures for awarding credit hours. Note that such policies may be at the institution or department level and may be differentiated by such distinctions as undergraduate or graduate, by delivery format, etc.

2. Identify the institution’s principal degree levels and the number of credit hours for degrees at each level. The following minimum number of credit hours should apply at a semester institution:
   - Associate’s degrees = 60 hours
   - Bachelor’s degrees = 120 hours
   - Master’s or other degrees beyond the Bachelor’s = at least 30 hours beyond the Bachelor’s degree
   - Note that one quarter hour = .67 semester hour
   - Any exceptions to this requirement must be explained and justified.

3. Scan the course descriptions in the catalog and the number of credit hours assigned for courses in different departments at the institution.
   - At semester-based institutions courses will be typically be from two to four credit hours (or approximately five quarter hours) and extend approximately 14-16 weeks (or approximately 10 weeks for a quarter). The description in the catalog should indicate a course that is appropriately rigorous and has collegiate expectations for objectives and workload. Identify courses/disciplines that seem to depart markedly from these expectations.
   - Institutions may have courses that are in compressed format, self-paced, or otherwise alternatively structured. Credit assignments should be reasonable. (For example, as a full-time load for a traditional semester is typically 15 credits, it might be expected that the norm for a full-time load in a five-week term is 5 credits; therefore, a single five-week course awarding 10 credits would be subject to inquiry and justification.)
   - Teams should be sure to scan across disciplines, delivery mode, and types of academic activities.
   - Federal regulations allow for an institution to have two credit-hour awards: one award for Title IV purposes and following the above federal definition and one for the purpose of defining progression in and completion of an academic program at that institution. Commission procedure also permits this approach.

4. Scan course schedules to determine how frequently courses meet each week and what other scheduled activities are required for each course. Pay particular attention to alternatively-structured or other courses with particularly high credit hours for a course completed in a short period of time or with less frequently scheduled interaction between student and instructor.

5. **Sampling.** Teams will need to sample some number of degree programs based on the headcount at the institution and the range of programs it offers.
   - At a minimum, teams should anticipate sampling at least a few programs at each degree level.
For institutions with several different academic calendars or terms or with a wide range of academic programs, the team should expand the sample size appropriately to ensure that it is paying careful attention to alternative format and compressed and accelerated courses.

Where the institution offers the same course in more than one format, the team is advised to sample across the various formats to test for consistency.

For the programs the team sampled, the team should review syllabi and intended learning outcomes for several of the courses in the program, identify the contact hours for each course, and expectations for homework or work outside of instructional time.

The team should pay particular attention to alternatively-structured and other courses that have high credit hours and less frequently scheduled interaction between the students and the instructor.

Provide information on the samples in the appropriate space on the worksheet.

6. Consider the following questions:

- Does the institution’s policy for awarding credit address all the delivery formats employed by the institution?
- Does that policy address the amount of instructional or contact time assigned and homework typically expected of a student with regard to credit hours earned?
- For institutions with courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy also equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the timeframe allotted for the course?
- Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that the Commission will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)
- If so, is the institution’s assignment of credit to courses reflective of its policy on the award of credit?

7. If the answers to the above questions lead the team to conclude that there may be a problem with the credit hours awarded the team should recommend the following:

- If the problem involves a poor or insufficiently-detailed institutional policy, the team should call for a revised policy as soon as possible by requiring a monitoring report within no more than one year that demonstrates the institution has a revised policy and evidence of implementation.
- If the team identifies an application problem and that problem is isolated to a few courses or single department or division or learning format, the team should call for follow-up activities (monitoring report or focused evaluation) to ensure that the problems are corrected within no more than one year.
- If the team identifies systematic non-compliance across the institution with regard to the award of credit, the team should notify Commission staff immediately and work with staff to design appropriate follow-up activities. The Commission shall understand systematic noncompliance to mean that the institution lacks any policies to determine the award of academic credit or that there is an inappropriate award of institutional credit not in
Worksheet on Assignment of Credit Hours

A. Identify the Sample Courses and Programs Reviewed by the Team (see #5 of instructions in completing this section)

Programs: reviewed all of the listed degrees for total credit hours and number of general education credit. Looked at course requirements for career and technical certificates.

Course syllabi reviewed:
MTH4411 04
EMS5605 MU20
COS5107 75
ALH 5213 HW35
CHM 4211 20 and OL45
ENGL 2211 OL02
ART 2111 WO 75
CWB 1835 OLL1
PSY 6711 02
ACC 1111 40
INR3718 90
ENG2212 10, 40, OL75
AMS 3128 75
MTT 3564 85
PSY6720 HM02

Course descriptions:
Reviewed a sampling of courses descriptions from the catalog to match courses above. Clear and concise descriptions that link to the Course procedures and outcome competencies that are uniform for each course.

B. Answer the Following Questions

1) Institutional Policies on Credit Hours

Does the institution’s policy for awarding credit address all the delivery formats employed by the institution? (Note that for this question and the questions that follow an institution may have a single comprehensive policy or multiple policies.)

__X__ Yes  ____ No

Comments:
The credit hour policy is clear about how credit is calculated and is published in appropriate places. It discusses the different methods of instruction and relationship to contact time.

Does that policy relate the amount of instructional or contact time provided and homework typically expected of a student to the credit hours awarded for the classes offered in the delivery formats offered by the institution? (Note that an institution’s policy must go beyond simply stating that it awards credit solely based on assessment of student learning and should also reference instructional time.)

__X__ Yes  ____ No

Comments:

The policy provides detail on how credit is awarded and expectations for student study outside of class.

For institutions with non-traditional courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the timeframe and utilizing the activities allotted for the course?

__X__ Yes  ____ No

Comments:

The standard course procedures and competencies help to assure that regardless of media, each section of a course has the same expected outcomes.

Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that the Commission will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

__X__ Yes  ____ No

Comments:

2) Application of Policies

Are the course descriptions and syllabi in the sample academic programs reviewed by the team appropriate and reflective of the institution’s policy on the award of credit? (Note that the Commission will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

__X__ Yes  ____ No

Comments:
Course descriptions are well articulated and include a link to the course procedures and competencies. Syllabi have a uniform format and include detail on course expectations and requirements as well as links to applicable student policies.

Are the learning outcomes in the sample reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution’s policy on the award of credit?

__X__ Yes ______ No

Comments:

Outcomes are clearly defined and consistent and reflect the institution’s awarding of credit policies.

If the institution offers any alternative delivery or compressed format courses or programs, were the course descriptions and syllabi for those courses appropriate and reflective of the institution’s policy on the award of academic credit?

__X__ Yes ______ No

Comments:

If the institution offers alternative delivery or compressed format courses or programs, are the learning outcomes reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution’s policy on the award of credit? Are the learning outcomes reasonably capable of being fulfilled by students in the time allocated to justify the allocation of credit?

__X__ Yes ______ No

Comments:

Is the institution’s actual assignment of credit to courses and programs across the institution reflective of its policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

__X__ Yes ______ No

Comments:

C. **Recommend Commission Follow-up, If Appropriate**

*Review the responses provided in this section. If the team has responded “no” to any of the questions above, the team will need to assign Commission follow-up to assure that the institution comes into compliance with expectations regarding the assignment of credit hours.*

Is any Commission follow-up required related to the institution’s credit hour policies and practices?

_____ Yes ______ No

Rationale:
Identify the type of Commission monitoring required and the due date:

D. Identify and Explain Any Findings of Systematic Non-Compliance in One or More Educational Programs with Commission Policies Regarding the Credit Hour
Part 3: Clock Hours

Does the institution offer any degree or certificate programs in clock hours?

___ Yes ___X__ No

Does the institution offer any degree or certificate programs that must be reported to the Department of Education in clock hours for Title IV purposes even though students may earn credit hours for graduation from these programs?

___ Yes ___X__ No

If the answer to either question is “Yes,” complete this part of the form.

Instructions

This worksheet is not intended for teams to evaluate whether an institution has assigned credit hours relative to contact hours in accordance with the Carnegie definition of the credit hour. This worksheet solely addresses those programs reported to the Department of Education in clock hours for Title IV purposes.

Complete this worksheet only if the institution offers any degree or certificate programs in clock hours OR that must be reported to the U.S. Department of Education in clock hours for Title IV purposes even though students may earn credit hours for graduation from these programs. Non-degree programs subject to clock hour requirements (an institution is required to measure student progress in clock hours for federal or state purposes or for graduates to apply for licensure) are not subject to the credit hour definitions per se but will need to provide conversions to semester or quarter hours for Title IV purposes. Clock-hour programs might include teacher education, nursing, or other programs in licensed fields.

For these programs Federal regulations require that they follow the federal formula listed below. If there are no deficiencies identified by the accrediting agency in the institution’s overall policy for awarding semester or quarter credit, accrediting agency may provide permission for the institution to provide less instruction provided that the student’s work outside class in addition to direct instruction meets the applicable quantitative clock hour requirements noted below.

Federal Formula for Minimum Number of Clock Hours of Instruction (34 CFR §668.8)

1 semester or trimester hour must include at least 37.5 clock hours of instruction
1 quarter hour must include at least 25 clock hours of instruction

Note that the institution may have a lower rate if the institution’s requirement for student work outside of class combined with the actual clock hours of instruction equals the above formula provided that a semester/trimester hour includes at least 30 clock hours of actual instruction and a quarter hour include at least 20 semester hours.

Worksheet on Clock Hours

A. Answer the Following Questions

Does the
redit to clock hour formula match the federal formula?

____ Yes          ____ No

Comments:

If the credit to clock hour conversion numbers are less than the federal formula, indicate what specific requirements there are, if any, for student work outside of class?

Did the team determine that the institution’s credit hour policies are reasonable within the federal definition as well as within the range of good practice in higher education? (Note that if the team answers “No” to this question, it should recommend follow-up monitoring in section C below.)

____ Yes          ____ No

Comments:

Did the team determine in reviewing the assignment of credit to courses and programs across the institution that it was reflective of the institution’s policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

____ Yes          ____ No

Comments:

B. Does the team approve variations, if any, from the federal formula in the institution’s credit to clock hour conversion?

____ Yes          ____ No

(Note that the team may approve a lower conversion rate than the federal rate as noted above provided the team found no issues with the institution’s policies or practices related to the credit hour and there is sufficient student work outside of class as noted in the instructions.)

C. Recommend Commission Follow-up, If Appropriate

Is any Commission follow-up required related to the institution’s clock hour policies and practices?

____ Yes          ____ No

Rationale:

Identify the type of Commission monitoring required and the due date:
STATEMENT OF AFFILIATION STATUS WORKSHEET

INSTITUTION and STATE: Cowley County Community College and Area Vocational-Technical School KS

TYPE OF REVIEW: Comprehensive Quality Review

DESCRIPTION OF REVIEW: Comprehensive evaluation includes a federal compliance panel.

DATES OF REVIEW: 03/07/2016 - 03/09/2016

No Change in Statement of Affiliation Status

Nature of Organization

CONTROL: Public

RECOMMENDATION:

DEGREES AWARDED: Associates, Certificate

RECOMMENDATION: No Change

Conditions of Affiliation

STIPULATIONS ON AFFILIATION STATUS:
Prior Commission approval is required for substantive change as stated in Commission policy.

RECOMMENDATION: No Change

APPROVAL OF NEW ADDITIONAL LOCATIONS:
The Commission's Notification Program is available for new locations within the Commission's 19-state region.

RECOMMENDATION: No Change

APPROVAL OF DISTANCE EDUCATION DEGREES:
Approved for distance education courses and programs. The institution has not been approved for correspondence education.

RECOMMENDATION: No Change

ACCREDITATION ACTIVITIES:

AQIP, Comprehensive Quality Review: 03/07/2016
Comprehensive evaluation includes a federal compliance panel.
AQIP, Systems Appraisal: 06/01/2019
AQIP, Systems Appraisal: 06/01/2023

RECOMMENDATION:

AQIP, Systems Appraisal: 06/01/2019
AQIP, Systems Appraisal: 06/01/2023
Comprehensive Evaluation for Reaffirmation: 2025-2026

Summary of Commission Review

YEAR OF LAST REAFFIRMATION OF ACCREDITATION: 2008 - 2009

YEAR FOR NEXT REAFFIRMATION OF ACCREDITATION: 2015 - 2016

RECOMMENDATION: 2025-2026
### ORGANIZATIONAL PROFILE WORKSHEET

**INSTITUTION and STATE:** 1275 Cowley County Community College and Area Vocational-Technical School  
**KS**

**TYPE OF REVIEW:** AQIP: Comprehensive Quality Review

**DESCRIPTION OF REVIEW:** Comprehensive evaluation includes a federal compliance panel.

- No change to Organization Profile

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**Recommended Change:**

**Off-Campus Activities:**

In State - Present Activity  
Campuses: None.

Additional Locations:
- Butler Community College - Andover, KS  
- Mulvane Bloomenshine Center - Mulvane, KS  
- Mulvane Technology Center South - Mulvane, KS  
- The City of Wellington Fire/EMS Department - Wellington, KS  
- Wichita Downtown Center - Wichita, KS  
- Winfield Allied Health - Winfield, KS

**Recommended Change:**
Out Of State - Present Activity
Campuses: None.
Additional Locations: None.

Recommended Change:

Out of USA - Present Activity
Campuses: None.
Additional Locations: None.

Recommended Change:

Distance Education Programs:
Present Offerings:
- Associate 52.0401 Administrative Assistant and Secretarial Science, General AA in Accounting Internet
- Associate 24.0101 Liberal Arts and Sciences/Liberal Studies AA in Anthropology Internet
- Associate 24.0101 Liberal Arts and Sciences/Liberal Studies AA Internet
- Associate 52.0299 Business Administration, Management and Operations, Other AA in Business Administration Internet
- Associate 52.0299 Business Administration, Management and Operations, Other AA in Agribusiness Internet
- Associate 24.0101 Liberal Arts and Sciences/Liberal Studies AA in Computer Animation and Game Development Internet
- Associate 24.0101 Liberal Arts and Sciences/Liberal Studies AA in Computer Information Science Internet
- Associate 43.0107 Criminal Justice/Police Science AA in Criminal Justice Internet
- Associate 24.0101 Liberal Arts and Sciences/Liberal Studies AA in Child Care and Development Early Childhood Education Internet
- Associate 24.0101 Liberal Arts and Sciences/Liberal Studies AA in Education/Secondary Internet
- Associate 24.0101 Liberal Arts and Sciences/Liberal Studies AA in English Internet
- Associate 24.0101 Liberal Arts and Sciences/Liberal Studies AA in Golf Course Management Internet
- Associate 10.0301 Graphic Communications, General AA Graphic Design Internet
Associate 24.0101 Liberal Arts and Sciences/Liberal Studies AA in Health and Physical Education Internet

Associate 24.0101 Liberal Arts and Sciences/Liberal Studies AA in Health Services Management & Community Development Internet

Associate 24.0101 Liberal Arts and Sciences/Liberal Studies AA in History Internet

Associate 24.0101 Liberal Arts and Sciences/Liberal Studies AA in Hotel and Restaurant Management Internet

Associate 24.0101 Liberal Arts and Sciences/Liberal Studies AA in Mass Communications Internet

Associate 24.0101 Liberal Arts and Sciences/Liberal Studies AA in Law (Pre) Internet

Associate 24.0101 Liberal Arts and Sciences/Liberal Studies AA in Liberal Arts Internet

Associate 24.0101 Liberal Arts and Sciences/Liberal Studies AA in Management Information Systems Internet

Associate 24.0101 Liberal Arts and Sciences/Liberal Studies AA in Music Internet

Associate 24.0101 Liberal Arts and Sciences/Liberal Studies AA in Political Science Internet

Associate 24.0101 Liberal Arts and Sciences/Liberal Studies AA in Psychology Internet

Associate 24.0101 Liberal Arts and Sciences/Liberal Studies AA in Recreational Leadership Internet

Associate 24.0101 Liberal Arts and Sciences/Liberal Studies AA in Religion Internet

Associate 24.0101 Liberal Arts and Sciences/Liberal Studies AA in Social Work Internet

Associate 24.0101 Liberal Arts and Sciences/Liberal Studies AA in Sociology Internet

Associate 24.0101 Liberal Arts and Sciences/Liberal Studies AA in Sports Management/Sports Administration Internet

Associate 24.0101 Liberal Arts and Sciences/Liberal Studies AA in Pre-Athletic Training Internet

Associate 24.0101 Liberal Arts and Sciences/Liberal Studies AA in Theatre Internet

Associate 52.1003 Organizational Behavior Studies AGS in Leadership Internet

Associate 52.1003 Organizational Behavior Studies AGS in Leadership (EMS) Internet

Associate 52.0401 Administrative Assistant and Secretarial Science, General Business Administrative Technology: Administrative Office Management Internet

Associate 52.1003 Organizational Behavior Studies Entrepreneurship and Business Leadership Internet
Associate 52.0401 Administrative Assistant and Secretarial Science, General Business Administration Technology: Legal Office Assistant Internet

Certificate 52.0401 Administrative Assistant and Secretarial Science, General Business Administration Technology: Legal Office Assistant Internet

Associate 52.0401 Administrative Assistant and Secretarial Science, General Medical Transcription Internet

Associate 52.0401 Administrative Assistant and Secretarial Science, General Medical Coding Internet

Certificate 52.0401 Administrative Assistant and Secretarial Science, General Medical Office Support Internet

Certificate 52.0401 Administrative Assistant and Secretarial Science, General Business Administration Technology: Office Careers Internet

Associate 23.1302 Creative Writing Creative Writing Internet

Associate 24.0101 Liberal Arts and Sciences/Liberal Studies Computer Animation and Game Development Internet

Associate 41.0204 Industrial Radiologic Technology/Technician Nondestructive Testing Technology Internet

Recommended Change:

**Correspondence Education Programs:**
**Present Offerings:** None.

Recommended Change:

**Contractual Relationships:**
**Present Offerings:** None.

Recommended Change:

**Consortial Relationships:**
**Present Offerings:** None.