



COWLEY
COLLEGE

AQIP Systems Portfolio
2019

1 - Helping Students Learn

1.1 - Common Learning Outcomes

Common Learning Outcomes focuses on the knowledge, skills and abilities expected of graduates from all programs. The institution should provide evidence for Core Components 3.B., 3.E. and 4.B. in this section.

1P1: PROCESSES

Describe the processes for determining, communicating and ensuring the stated common learning outcomes, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Aligning common outcomes (institutional or general education goals) to the mission, educational offerings and degree levels of the institution (3.B.1, 3.E.2)
- Determining common outcomes (3.B.2, 4.B.4)
- Articulating the purposes, content and level of achievement of the outcomes (3.B.2, 4.B.1)
- Incorporating into the curriculum opportunities for all students to achieve the outcomes (3.B.3, 3.B.5)
- Ensuring the outcomes remain relevant and aligned with student, workplace and societal needs (3.B.4)
- Designing, aligning and delivering cocurricular activities to support learning (3.E.1, 4.B.2)
- Selecting the tools, methods and instruments used to assess attainment of common learning outcomes (4.B.2)
- Assessing common learning outcomes (4.B.1, 4.B.2, 4.B.4)

1R1: RESULTS

What are the results for determining if students possess the knowledge, skills and abilities that are expected at each degree level? The results presented should be for the processes identified in 1P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

III: IMPROVEMENT

Based on 1R1, what process improvements have been implemented or will be implemented in the next one to three years? (4.B.3)

Responses

1P1.A. Aligning common outcomes to the mission, educational offerings and degree levels of the institution (3.B.1, 3.E.2)

Cowley College is a two-year college offering degrees and certificates relevant to the mission statement. The main degree awarded is an [associate's degree](#) as outlined by the Kansas Board of Regents, with an embedded [general education core](#).

Cowley College has three major levels of learning goals, [Global Learning Outcomes](#) (GLO) desired of all graduates address the general education core, Program Learning Outcomes (PLO) are specific for the program level, and course outcomes are outlined on the course procedures for each course offered. An Outcomes Assessment Team consisting primarily of faculty, was tasked with reviewing and revising the student learning outcomes leading to the development of a new team and the reworking of the student learning outcomes to the new GLO. (3.B.1) These include five key outcomes: Communication Skills, Computational Skills, Critical Thinking and Problem Solving Skills, Computer/Technology Skills, and Citizenship Skills. These are integrated into the general education core and are assessed for all degree seeking students, using assessments that are appropriate for the degree.

The GLO directly relate to the mission “Cowley College is committed to providing opportunities for learning excellence, personal achievement, and community engagement” through the learning outcomes. For example, in area of citizenship, Cowley students are strongly involved in service learning through co-curricular clubs like Phi Theta Kappa and ACES (Academic Civic Engagement through Service) and through academic classes like sociology. A calendar of [ACES events](#) is posted on the Cowley website for all students. Students participating in service learning through class work are required to submit [reflection papers](#) to assess this outcome.(3.E.2)

1P1.B. Determining common outcomes (3.B.2, 4.B.4)

The College has several processes that guide the development and alignment of common learning outcomes. Cowley has identified five Global Learning Outcomes (GLO) based on the skills and competencies that are generally considered "21st Century skills"; Communication, Computation, Critical Thinking, Computer Literacy and Citizenship. Originally developed by faculty in 2002, the outcomes have been reviewed and revised, with the two most recent revisions occurring in the fall semester of 2013 and in 2017 to align with the College Mission. During the 2017 faculty in-service, the GLO team gave a [presentation on outcomes assessment](#) and then reviewed the competency statements. The GLO team made several revisions on the outcomes and determined assessment tools and measures for each outcome. (3.B.2)

Cowley uses embedded assessments in identified courses, according to the [GLO chart](#). Most of these assessments are part of the PLO developed by faculty and are identified as meeting the GLO. All faculty teaching sections of that course submit their data to the outcomes assessment chair through a shared file in Office 365 One Drive. To help in the collection of data, PLO submission has been added to the faculty spring check-out form. The outcomes assessment team then compiles the information, sharing it with all faculty in the fall as outlined in the GLO process document. (4.B.4)

1P1.C. Articulating the purposes, content and level of achievement of the outcomes (3.B.2, 4.B.1)

It is important that faculty are aware of how their program courses relate to the outcomes. The GLO are articulated through the program review process using a worksheet for faculty to complete that [crosswalks program courses](#) with the GLO, indicating which courses Introduce (I), Reinforce (R), or Assess (A) each Outcome. The GLO assessment grid includes details on assessment and measures, is shared on the Cowley website and reviewed by faculty. The completed grid is shared on the student success page of the website. (3.B.2)

The institution has clearly stated goals and an effective process for student learning assessment as outlined in the Global Learning Outcomes document. GLO are stated on the Cowley website as the [general education core](#), shared with all faculty, and are listed in the strategic plan and in Policy 101 with the [Strategic Theme](#) "With integrity and passion, Cowley College advances its mission and vision by supporting the attainment and demonstration of life skills in the areas of critical thinking and problem solving, communications, citizenship, computation, and technology". (4.B.1)

1P1.D. Incorporating into the curriculum opportunities for all students to achieve the outcomes (3.B.3, 3.B.5)

Each Cowley course either introduces, reinforces, or assesses the Global Learning Outcomes. The courses have specific outcomes that relate to the GLO that are reviewed during the program review process. The Career and Technical Education (CTE) programs have specific outcomes related to their programs of study, and are assessed in the GLO assessment process, along with the general education programs. All associate degree programs have an embedded general education core with this supporting statement from the Cowley website: "To develop expressive skills, the general education curriculum requires courses that enhance written and oral communication and quantitative reasoning skills. The foundation skills of communication (reading, writing, speaking, and listening), critical thinking and analysis/synthesis, quantification, and the use of resources (including technology and the library) are to be embedded in every general education course." (3.B.3)

The College provide opportunity for faculty and students to be involved in creative work and the discovery of knowledge. The Fine Arts and Humanities areas have forums for creative expression including [creative writing publications](#) in the Mile Marker Review, Creative Claws [Writers' Corner events](#), [Talent Shows](#), student and faculty [art exhibits](#), and musical performances. Students have the opportunity to participate in science research through the

Research Methods courses offered through the Natural Science Department. Faculty are encouraged to participate in scholarly research through extended service pay, sabbatical leave, conducting active research, and professional development, with funds available for conferences and travel. Faculty are given opportunities to share this research at College in-service, faculty meetings and departmental meetings. (3.B.5)

1P1.E. Ensuring the outcomes remain relevant and aligned with student, workplace and societal needs (3.B.4)

According to the mission, Cowley College is committed to providing opportunities for learning excellence, personal achievement, and community engagement. The GLO support this through the outcome on Citizenship and is evident by the students demonstrating an awareness of cultural, social and artistic diversity, along with civic responsibility through community involvement. The College provides opportunities for students to engage in meaningful volunteerism through service learning, and has a full-time director of service learning to help facilitate this process. Several courses in the social science department have integrated service learning as a requirement. To help students gain a worldly perspective, the College offers a class called Travel for College Credit that has taken students to locations outside of the United States, as well as locations within. Educational offerings also include cultural anthropology, geography, and foreign language courses. (3.B.4)

The GLO skills of communication, computation, critical thinking, citizenship and technology are aligned with the level of success needed for degree or certificate completion, as well as employment. Success in these areas is reviewed at the department level through [advisory councils](#) and program reviews, and at the institutional level with the GLO process. Key courses in these areas are reviewed through the [Kansas Core Outcomes](#) Group (KCOG) to ensure that outcomes are aligned across the state.

1P1.F. Designing, aligning and delivering co-curricular activities to support learning (3.E.1, 4.B.2)

Student Affairs and Academic Affairs work together to align co-curricular development goals with teaching and learning through various clubs and organizations. At the beginning of each academic year club sponsors complete an [annual goal form](#) that includes an area to identify which of the GLO are supported by that club or organization (examples, [Creative Claws](#) and [Math and Science club](#)). Goals should be substantial in the areas of service or academics and be supportive of the mission and goals of Student Affairs. Clubs are focused on providing students with experiences in the areas of government, fine arts, business, volunteerism, and religion, fitting with the GLO of Citizenship Skills. Goal forms are reviewed at the end of the year with the student life director. (3.E.1)

Student leadership skills are enhanced through Student Senate, Skills USA, DECA, and through leadership roles in various clubs. Volunteerism is a primary focus of the [ACES](#) (Academic Civic Engagement through Service) club, and students can participate through scholarship, select classes, or by signing up for volunteer projects. Academic departments are supported through clubs in each academic area.

There are two national honor societies that students can join based on academic criteria, Mu Alpha Theta for math honor students and Phi Theta Kappa (PTK) for all academic achievement. PTK students have learning and service [projects and goals](#) that are developed and completed annually. The honor societies are under the guidance of Academic Affairs and have faculty members as advisors.(3.E.1)

A major co-curricular area of the College is athletics. Cowley values the student athletes and strives to provide them with a quality learning environment, supporting them through a [Foster Parent](#) Program that pairs student athletes with community members. Student Athletes are under the guidance of the Athletic Director, who reports directly to the President. Graduation rates and Grade Point Averages are monitored and mandatory study halls and tutoring sessions support the focus on academics.

In addition to clubs and athletics, students can participate in a variety of [fine arts](#) and cultural activities. These activities are under the guidance of Academic Affairs and provide opportunities for students to showcase their talents in dramatic activities, vocal music or instrumental music. Students attending these productions get to experience collegiate level productions. Some instructors make these productions part of their classes through discussions and papers.

Cowley assesses achievement of learning outcomes in both curricular and co-curricular areas as shown in the Global Learning Outcomes assessment plan and in individual program outcomes. The College offers learning environments that are not in a traditional classroom setting. These co-curricular areas include the service learning program that is encouraged through [classroom assignments](#) and through ACES scholarships. Community Skills are included in the GLO and a [Community Skills Assessment](#) is administered to assess the effectiveness of this program, along with [student reflection papers](#). Cowley has an active PTK chapter that includes [educational components](#) for Chapter 5-Star Status that are called Honor in Action projects. The assessment of this program occurs at the state and national levels through PTK. Cooperative Education opportunities give college credit for educational experiences that occur in a job setting and is assessed through departmental program reviews. (4.B.2)

1P1.G. Selecting the tools, methods and instruments used to assess attainment of common learning outcomes (4.B.2)

The selection of tools and methods used in the assessment of the GLO is determined by the GLO team, comprised of faculty that oversee specific programs and disciplines. A major process change occurred during the past three years when the College changed learning management platforms from ANGEL to Blackboard, causing shared rubrics developed for the last assessment cycle no longer to be usable. The team revised the grid to phase-out no longer used assessment tools, CAAP (Collegiate Assessment of Academic Proficiency) and WorkKeys. The CAAP was required for all degree seeking students and was a key tool in the GLO assessment plan for computation, communication and critical thinking. The team reevaluated all assessments and chose to use course embedded assessments designed to teach and assess skills desired of Cowley graduates. The assessment tools and benchmark target were determined by the GLO team with the method of administering the assessment determined at the department level. These

assessments are implemented by faculty and compiled by the designated lead of the program or discipline, and reported to the GLO chair at the end of the spring semester, with the goal of completing one assessment cycle during a three-year time. (4.B.2)

1P1.H. Assessing common learning outcomes (4.B.1, 4.B.2, 4.B.4)

The assessment process of the Global Learning Outcomes (GLO) is overseen by a committee of employees, including, but not limited to, the Vice-President of Academic Affairs or designee, HLC Accreditation Liaison, Faculty Lead for Learning Outcomes and Department Chairs. The steps of the process are as follows:

- The assessment of all the outcomes occurs annually throughout the fall and spring semesters.
- The committee will review the assessment data every June, with areas of concern/improvement noted to the different departments before July 1.
- Department chairs are then responsible for disseminating information and recommendations to faculty based on the data. Faculty then relay what changes (if any) will be made based on those recommendations to the department chair by October 31 yearly. Changes are implemented beginning with the spring semester.
- Department chairs are responsible for relaying what changes are made to the VP of Academic Affairs, HLC Accreditation Liaison, and Faculty Lead for Learning Outcomes; for reporting and quality improvement reporting.
- The committee will meet once every two years to do a comprehensive review of assessments being utilized to collect data. During those meetings the committee will determine if changes or revisions to the success criteria are needed.
- Changes that are being made in programs will be discussed by faculty in program review documentation.
- Faculty will be responsible for reporting on revisions made to curriculum based on the data gathered by GLO assessments as part of the program review process.
- Common Student Learning outcomes are assessed on the institutional level through the Global Learning Outcomes. These assessments are cross-curricular and target the five key learning outcomes with measurable objectives, means of assessment, responsible parties, data collected and the use of the results or improvements made as a result of the data.

For the 2018 assessment cycle, only embedded assessments were used in key courses and all sections used the same assessment. The information was reported to the GLO assessment team chair and then shared with faculty, made available to all academic departments and included in the departmental program review. The departmental summary outlines the strengths and weaknesses of the program and targets specific goals for improvement based on the data analysis.

Career and Technical Education programs follow the same process as general education programs, with the exception of specific competency based assessments. Many of these competencies are determined by outside accrediting agencies and have clear levels of proficiency needed.

The Academic Affairs Office provides support to help in data collection and analysis, as well as communication with all faculty. The College has a substantial participation in the assessment process and members of the GLO team regularly attend assessment focused meetings and seminars offered as best-practices from off-campus organizations, like the Great Plains Accelerate and the JCCC Assessment Matters conferences.

1R1 Results

Summary results of measures

The results for the Global Learning [Outcomes for 2013-14](#) are shown, along with the sample and response size. The data was collected at the department level and reported to the assessment team chair for compilation, then shared with faculty at the spring 2015 in-service and posted on the Cowley website under the assessment tab. Analysis of the CAAP data indicated that Cowley students were at or above the national average in the areas of critical thinking, computational skills, and communication. The results for the computer/technology using the SAM (skills assessment manager) did not meet the criteria for success, perhaps due to some inconsistencies within the individual courses. The vocational completers were at 93%, well above the 70% target.

The results for the [GLO 2017-2018](#) are shown, with each goal, measure and results. One noted example is the math assessment used to assess Computational Skills. The goal is to apply mathematical concepts and reasoning by analyzing and using numerical data. The math faculty decided to use the common final in College Algebra and College Algebra w/Review with a standard that 70% of the students will provide correct responses on the selected sections of the exam. Math faculty (PLO) Fall 2017 showed that 68% of 280 students met the target. Faculty discussed the results and implemented interventions, improving assessment results to 76% of students meeting the target in Spring 2018. It was decided to repeat the assessment during one more cycle.

The College uses several data measures in the area of student success. The [transfer success](#) of students is one measure that is tracked at the department level and is collected and shared by KBOR. On average, Cowley students have an equal or higher GPA than students who started at the university. The document shows the three-year baseline for Cowley students, other community college transfers, and non-transfer students.

The Career and Technical areas of study are measured by completion and by employability of students. The Certification of Vocational Program Completers is shown in the [Student Goal Attainment](#) Dashboard as [Goal Measure 1](#) in the Accountability and Institutional Measures (AIM) document. Cowley was above the set target in the last three academic years. This information is reported to KBOR and is tied to funding for certain programs. The academic year follow-up collection includes data on Vocational [credentials](#), employment, and completers.

Student completion and transfer are also used as measures of GLO success. As shown in the [student success document](#) on page 1, based on the three-year completion cohorts of 2008, 2009, and 2011. The 2008 Cohort numbers were below the peer group, but the 2011 Cohort

numbers were above the peer group. While Cowley did not see much improvement in numbers, the peer group showed a decline.

Comparison of results with internal targets and external benchmarks

The College develops internal benchmarks usually using a three-year average, unless a national or state standard is available. As shown in the example of the previous [Accountability and Institutional Measures document](#), the three year average is shown for a target, or an external benchmark, like the CAAP assessment.

The [student success document](#) shows three-year trend data for Cowley and the peer schools as identified through the National Community College Benchmark Project (NCCBP), IPEDS, or KBOR data. On page three of the document, Cowley shows a steady increase since 2009 on completion and is ahead of the peer average for completion and transfer. Benchmark data for peer institutions can be found at the KBOR website. [Transfer success](#) of students is one example of a measure that shows Cowley students have the outcomes needed to be successful when they go to the four-year institution.

Interpretation of results and insights gained

The “use of results” column on the [GLO assessment](#) grid outlines the interpretation and use of data collected on the last full assessment cycle. The GLO team indicated some of the measures were on a small sample size based on courses that were selected for the assessments. The team is planning on increasing the sample size by using multiple courses for the assessment. Another GLO relates to civic responsibility through community involvement with the measure being the total number of students taking the Community Skills Assessment will average a score of 70% (35/50) or better, was originally set up as an assessment through the LMS for all social science faculty to use. Due to recent turnover in the social science faculty, it was noted that not all students are completing the assessments, leading to low numbers in this area.

Student Completion and Transfer rates have not shown steady improvement but have stayed close to, or above the peer mean.

111 Improvement

The GLO assessment process was reviewed and revised in fall of 2018, with feedback from the outcomes assessment team indicating the process is too manual and would benefit from a software tool to help in collecting and reporting of data. To improve the process, time was scheduled during in-service in Spring 2019 to allow for the collection and analysis of data. This will be a standard in-service topic in the future.

A goal in the next assessment cycle is to select embedded assessment with larger sample sizes to better assess the targeted outcomes. The Social Science Department and the ACES director are going to revisit the ACES assessments that are in the LMS and will stress the importance of these documents in relation to the GLO.

Sources

- 3A1KCOGProcedure
- 3B10CAAHEP Accreditation Paramedic Program
- 3B1Academic Affairs Policy 205 for Cowley College
- 3B3Policy101Mission Statement and Commitments
- 3B9Dual Credit
- ACES assignments
- ACES Reflective Response Essay_ECO
- ACES Survey
- Advisory Program Surveys
- Associates degree
- Athletics Foster Parent Program
- Cowley College Accountability and Institutional Measures AIM
- Cowley College Student Success Measures Retention Completion 2016 2017 2018
- Cowley College Transfer Student Success Report 2019
- Cowley Press
- Creative Claws Events
- Creative Writing flier
- degrees and General Education Core
- Diversity demonstrated through organizations and clubs
- Example showing the three year trend data and the national mean scores
- Fall 2018 Tutor Hours Flyer
- five_star_printout_19_FINAL[11660]
- GLO activity
- GLO crosswalk from Program Review Document
- Global Learning Outcome document results Fall 2018[4796]
- GlobalLearningOutcomedocument
- Goal Measure 1 Student Goal Attainment
- GoalForms1819
- Mass Comm Program Info
- Math and Science Club
- Outcomes and Assessment Grid November 2013
- Student Goal Attainment Dashboard
- Talent Show flier 2018
- Visual and Performing Arts Calendar
- Visual and Performing Arts Programs
- Vocational Completers
- Volunteer Opportunities through ACES

1.2 - Program Learning Outcomes

Program Learning Outcomes focuses on the knowledge, skills and abilities graduates from particular programs are expected to possess. The institution should provide evidence for Core Components 3.B., 3.E. and 4.B. in this section.

1P2: PROCESSES

Describe the processes for determining, communicating and ensuring the stated program learning outcomes and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Aligning learning outcomes for programs (e.g., nursing, business administration, elementary teaching, etc.) to the mission, educational offerings and degree levels of the institution (3.E.2)
- Determining program outcomes (4.B.4)
- Articulating the purposes, content and level of achievement of the outcomes (4.B.1)
- Ensuring the outcomes remain relevant and aligned with student, workplace and societal needs (3.B.4)
- Designing, aligning and delivering cocurricular activities to support learning (3.E.1, 4.B.2)
- Selecting the tools, methods and instruments used to assess attainment of program learning outcomes (4.B.2)
- Assessing program learning outcomes (4.B.1, 4.B.2, 4.B.4)

1R2: RESULTS

What are the results for determining if students possess the knowledge, skills and abilities that are expected in programs? The results presented should be for the processes identified in 1P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Overall levels of deployment of the program assessment processes within the institution (i.e., how many programs are/not assessing program goals)
- Summary results of assessments (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of assessment results and insights gained

1I2: IMPROVEMENT

Based on 1R2, what process improvements have been implemented or will be implemented in the next one to three years? (4.B.3)

Responses

1P2.A. Aligning learning outcomes for programs to the mission, educational offerings and degree levels of the institution (3.E.2)

Cowley programs of study have a full-time faculty member who reviews and revises that program. If the program is technical, an [advisory council](#), consisting of business and industry employers, as well as other community members approves the courses and programs, before they are approved by Academic Affairs, Administrative Council, Board of Trustees, and the Kansas Board of Regents (KBOR). Many technical areas have outside accrediting agencies that guide the program level outcomes and clock hour/credit hour guidelines. (3.E.2)

Cowley College is an associate degree granting institutions that aligns curriculum with KBOR requirements and through [articulations](#) with the universities to aligns program outcomes with those desired by the transfer institution. Recent articulations are in the business area with [Friends University](#) and Wichita State University.

1P2.B. Determining program outcomes (4.B.4)

Program learning outcomes (PLO) are determined by faculty members teaching in those programs. Vocational program outcomes are determined in conjunction with advisory council members and industry standards. Once the advisory council provides input into the outcomes, the program of study is developed and reviewed at the department level before it goes for approval from the appropriate college councils. [Advisory councils](#) meet each semester to keep updated with program information.

The college has a [Program Learning Outcomes](#) (PLO) process developed from an AQIP initiative that requires all programs and disciplines, as outlined in the AQIP [Program Learning Outcomes Master List](#), to develop and assess program learning outcomes. Outcomes are developed by faculty members by examining the essential needs in the disciplines. Each program/discipline submits at least three program learning outcomes each year using a [standard form](#). For example, the biology faculty determined that understanding how to use basic lab equipment, like a microscope, is an important outcome, listing it as one of the PLO's with a common assessment tool developed to assess this outcome. Included are two examples from the [Machine Tool](#) and [Criminal Justice](#) programs. (4.B.4)

1P2.C. Articulating the purposes, content and level of achievement of the outcomes (4.B.1)

PLO are developed with an outcome statement, level of achievement, assessment tool, and in which courses they will be assessed, reported on the [Program-level Outcomes Assessment Chart](#) and uploaded into a shared OneDrive for access by those needing the information. The form is intended to facilitate documentation of program-level outcomes assessment for accrediting agencies, advisory boards, and other internal or external audiences. These outcomes are discussed at departmental meetings and included in the program review process. (4.B.1)

1P2.D. Ensuring the outcomes remain relevant and aligned with student, workplace and societal needs (3.B.4)

Each PLO is identified with one or more of the GLO on the outcomes assessment chart. The progression from Course Outcomes (CO) to PLO to GLO is a natural flow. The outcomes at the course level need to maintain relevancy since they are related to the PLO. Course specific outcomes are reviewed at the department level, and many general education transfer courses have been reviewed through the [Kansas Core Outcomes Group](#) as established by KBOR for common transfer. The PLO are reviewed during the [program review process](#), and can be revised each academic year. Vocational specific programs rely on [advisory councils](#) and external accrediting bodies for input into relevancy and workplace needs. (3.B.4)

1P2.E. Designing, aligning and delivering co-curricular activities to support learning (3.E.1, 4.B.2)

Co-curricular activities as part of program outcomes are managed at the departmental level. One example is in the social science department where faculty in the psychology and sociology disciplines determined volunteerism a important part of their programs, leading to the implementation of a required service learning program outcome. The criminal justice program has implemented community involvement to help criminal justice students understand the importance of being connected in the community.

Cowley academic and social clubs are outlined on the list of clubs page on the college website. Most academic areas have a club or organization that support the area's co-curricular needs like [math and science club](#), Creative Claws writing club, and campus political clubs. Some co-curricular activities are program specific, like [DECA](#) for business students and SkillsUSA for career and technical areas. Participation in the organizations is encouraged by department faculty and in some cases, required to maintain departmental scholarships. All clubs are required to complete an [annual goals form](#) as determined by the club sponsors. (4.B.2, 3.E.1)

1P2.F. Selecting the tools, methods and instruments used to assess attainment of program learning outcomes (4.B.2)

The selection of tools, methods and instruments to assess program learning outcomes occurs at the program and department level. Each program or discipline that is on the PLO master list was tasked with determining the outcomes, along with the method of assessment. The initial discussion regarding the process was covered in an all-faculty meeting. The PLO team then meet with each department to clarify the process and answer any questions. The [program learning outcomes](#) are submitted annually at the end of the spring semester to the outcomes assessment chairperson by way of a Microsoft Office shared file. (4.B.2)

1P2.G. Assessing program learning outcomes (4.B.1, 4.B.2, 4.B.4)

Program faculty are tasked with assessing the PLO. Technical and job specific programs use program outcomes that are related to employment data and employee satisfaction. A general education transfer discipline area, like biology or psychology, is more broad and does not have a strict list of required skills at the community college level so program success is measured through program outcomes attainment. (4.B.2)

Regardless of the program, the assessment of the program learning outcomes is completed at the department level, using either embedded assessments, surveys or other tools, and is reported in May to the outcomes assessment chair. Faculty are expected to assess at least one of the outcomes annually, with the expectation that all three PLO will be assessed in a three-year rotation. To ensure the data is submitted, the faculty checkout form was modified in 2017 to include a signature from the outcomes assessment chair indicating that the assessment requirements have been submitted. The [program review process](#) is outlined and published in the Program Review template. (4.B.4)

Results

Overall levels of deployment of the program assessment processes

All program areas have submitted their PLO and have assessed at least one outcome as outlined in the PLO process. The PLO were reported in the Program Reviews for each of the required programs. Of the [43 identified programs](#), only eight did not complete the program review process or submitted their PLOs to the outcomes assessment chair. Some programs were new or were being phased out so they did not do a program review or PLO for this cycle.

Summary results of assessments

Each Program-level Outcomes Assessment Chart is completed and uploaded into the shared file. Examples of specific PLO are as follows.

The [Machine Tool assessment](#) summary indicates that 100% of the students could demonstrate how to set up multiple angles on a conventional milling machine. The [Physics assessment chart](#) had a goal of the physics classes scoring a minimum of 0.25 gain on the post FCI (national normed exam) test, all sections had a gain and all were above the national average of a 0.22.

The [Computer Science outcome](#) of students being able to write a for loop showed an 87% achievement on the assessment that was in the C# Programming class.

The [Criminal Justice outcomes](#) goal of 70% of students completing specified courses with grade of C or higher had results that indicated 81% of students in CRJ5483 completed with a C or Higher, exceeding the target. Most of the performance measures were exceeded with the exception of 2B, partly caused by the small sized class. The changes indicated by the faculty include looking at increasing enrollment by making the course half of the required internship.

Employment data and completers are used as measures in the career and technical areas to assess of program learning outcomes. [EMS assessment](#) is very specific to the program and is determined by an [external accrediting body](#).

Comparison with internal targets and external benchmarks

PLO are assessed using embedded assessments and internal benchmarks based on trend data. Some of the areas have external benchmarks, like the [national physics exam](#) and the

American Chemical Society (ACS) exam used in chemistry. Program areas that require external certification look at the success rate through the program review as demonstrated by the [Emergency Medical Technician](#) assessment data. Based on the required 70% threshold, Cowley students are well above the national benchmark on the assessed areas.

Interpretation of assessment results and insights gained

Each program assessment chart has an area for interpretation of results which are discussed at departmental meetings and advisory council meetings, and shared during the program review process. The program/discipline may choose to reassess the same skill for a second time to collect more results, or chose to modify the benchmark if it was set too low or tool high. The faculty members supply a narrative of interpretation and insight on the chart before spring semester ends. For example, the biology faculty choose to assess lab equipment proficiency through a microscope assessment. The assessment indicated that students did not know the common parts and how to use the microscope. A meeting was held with the biology faculty and the curriculum was modified to include more review of this basic skill.

112 Improvement

This process of PLO assessment has been developed and implemented in the last four years and has two full years of data collection in the cycle. The process has been improved with the development of a new Microsoft Word based assessment chart, instead of the first chart that was in Microsoft Excel. Faculty feedback indicated complexity of typing narrative in an Excel document. The integration of the PLO with the program review is a new process and will be reviewed. The plan is to continue the current process and have the outcomes assessment team review and suggest changes at the end of the 2019 cycle.

Sources

- 2+2 Cowley and Friends
- 3A12018 KCOG Review List
- 3A1KBORTransferGuide2018
- 3A1KBORTransfer Policy.docx
- 3A1KCOGProcedure
- ADJUNCT INSTRUCTOR CLASSROOM ASSESSMENT POLICY
- advisorymtgfall2017
- AQIP Program Learning Outcomes Master List Fall 2017
- Chemistry Program Review Spr2017
- Chemistry Program Updates Fall 2017
- Cowley Program Review
- Criminal Justice Outcomes
- EMS assessment
- Evaluation of student performance
- Goal18DECA
- Goal18MediaClub

- Goal18MSMulvane
- INSTITUTIONAL SelfEvaluation FY17
- Physics PLO
- PLOMachine tool technology 2017 2018
- Program Outcomes Computer Science May 17th 2018
- Program Outcomes Chart 1 3
- Program Review completion Master List 2018
- program review process
- Sponsor goal form1819
- Transfer agreements

1.3 - Academic Program Design

Academic Program Design focuses on developing and revising programs to meet stakeholders' needs. The institution should provide evidence for Core Components 1.C. and 4.A. in this section.

1P3: PROCESSES

Describe the processes for ensuring new and current programs meet the needs of the institution and its diverse stakeholders. This includes, but is not limited to, descriptions of key processes for the following:

- Identifying student stakeholder groups and determining their educational needs (1.C.1, 1.C.2)
- Identifying other key stakeholder groups and determining their needs (1.C.1, 1.C.2)
- Developing and improving responsive programming to meet all stakeholders' needs (1.C.1, 1.C.2)
- Selecting the tools, methods and instruments used to assess the currency and effectiveness of academic programs
- Reviewing the viability of courses and programs and changing or discontinuing when necessary (4.A.1)

1R3: RESULTS

What are the results for determining if programs are current and meet the needs of the institution's diverse stakeholders? The results presented should be for the processes identified in 1P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of assessments (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

1I3: IMPROVEMENT

Based on 1R3, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

1P3.A. Identifying student stakeholder groups and determining their educational needs (1.C.1, 1.C.2)

The process for identifying student stakeholder groups involves several aspects. Perspective students applicant data is analyzed to provide information on age, gender, demographic, and area of interest, helping to determine course offerings and student needs. Student needs are assessed through advisory councils, enrollment advisors, high school principals and counselors, transfer institutions and through campus surveys.

Student stakeholders have different needs based on the degree or certificate the students are seeking and if they are non-degree seeking, seeking personal improvement or job specific skills. Regardless of the degree path, students are administered placement tests to determine proper course sequence for the individual student or are placed in courses based on ACT scores. These assessments are used to determine course readiness and help to identify students who may need remediation. Students who have special needs have access to several campus resources like the IMPACT program, disability services, and other academic and social resources.

Concurrent student needs are determined by local Unified School District's and the Kansas Board of Regents regarding academic readiness and which courses can be taken. Cowley has published guidelines for Concurrent Education Partners (CEP) or [CAPSS](#) (Concurrent Academic Partnerships for Secondary Schools). Special course rates are published for this student group, called the [Accelerate](#).

Cowley College has academic programs that are responsive to the mission of the College and the communities in the service area. To prepare students for global learning, the College offers a [multicultural scholars program](#) developed through the University of Kansas. Through this program, multicultural students are brought on campus and provided a mentoring system to help with student success. Students are involved in [campus activities](#) and have an assigned advisor to help with college transition. (1.C.1) This program was developed into an Action Project for High-risk students, leading to an increase in retention in the pilot group and greater implementation plans. To promote human diversity, special celebrations are held through the cafeteria, such as Cinco de Mayo and other cultural events offered on campus. The music department held a special band concert to promote diversity called "[We are Here](#)", and an active [International Student Organization](#) provides cultural enrichment activities. Cultural offerings are offered through academic curriculum exposing students to different cultures, such as African American Literature, Geography, and foreign language courses in Spanish. Locally, student diversity includes income levels, age, and academic preparation, in addition to cultural differences.

The College makes every effort to provide equal opportunity to all students, regardless of background. The school is ADA compliant and has an Accessibility Services Program. The program coordinator is available to help students transition from high school to college and communicates to the instructor which accommodations are needed for the programs' students. The Accessibility Services office provides equal access and educational opportunity to all qualified students with permanent or temporary disabilities in compliance with federal laws and guidelines. (1.C.2) Accommodations provided include:

- Textbooks in alternate formats

- Recording lectures
- Mobility guides
- Interpreters for deaf or hard of hearing
- Transcribers
- Modifications for test taking
- Extended time for testing
- Assistive technology

The College has a [TRIO](#) grant that annually serves 160 and helps fund programs for three subsets of students: first generation students, students with financial needs and those with learning disabilities.

Student's needs are determined by a variety of feedback mechanisms. Prospective student data is collected through applications, information from coaches and advisors, counselor visits, campus tours, and assessment tests. Current student data is collected through course evaluations, Noel-Levitz Student Satisfaction Inventory (NLSSI), student orientation surveys, bookstore surveys and academic reports by the instructors.

1P3.B Identifying other key stakeholder groups and determining their needs (1.C.1, 1.C.2)

The College analyzes enrollment data and has experienced an increase in international students. With feedback from a current AQIP Action Project team, an International Student Services coordinator position was developed and hired to oversee the documentation needed for international students and to address student needs, such as enrolling for classes, or help finding campus resources. The College developed a strategic initiative in the 2018-2021 strategic plan to develop comprehensive support programs for international students. This initiative has led to the reorganization of the [international student club](#), The Diverse Tigers. This club is open to all students, regardless of nationality, and serves to educate students on different cultures. (1.C.1)

The mission statement of the College includes community, workforce, and life-long learning and these continue to be the focus groups. The College recognizes the importance of lifelong learning and offers the [Cowley College Golden Tigers](#) program to community members who are 50 years of age or over. This program provides education opportunities that promote social, spiritual, artistic and physical enrichment to its members. Short-term classes, hands-on workshops, exercise sessions, and enlightening day trips are offered through the Fall and Spring semesters each year. (1.C.2)

1P3.C Developing and improving responsive programming to meet all stakeholders' needs (1.C.1, 1.C.2)

Once student needs are determined and a student is enrolled in a plan of study for a degree or certificate, or is enrolled in a course for personal improvement, the College has a process for tracking student performance. Using feedback from the AQIP team on Enrollment 123, a retention coordinator position was created in 2017 to help track student progress and to reach out to students who are not performing at a satisfactory level.

To help meet the needs of students with accommodations, the College launched a new strategic initiative (Action Project) to focus on improving course accessibility. The team has been working with faculty to develop timelines for implementation of online accessibility using accessibility tools available in Blackboard, Microsoft Word and Adobe.

A recent example of responsiveness occurred when the Kansas Board of Regents (KBOR) made [credit for prior](#) learning a focus. The College updated the policy on military credit, hired a military advisor to help facilitate this initiative, and revised the website to provide more clear guidance to this student population. Cowley will participate in a new course database for military transfer through KBOR.

1P3.D. Selecting the tools, methods and instruments used to assess the currency and effectiveness of academic programs

Academic programs and disciplines go through a program review process in a three-year assessment cycle using a process developed through a faculty group of department chairs and program directors, and is reviewed at the end of each three-year cycle. Selecting tools, methods and instruments are determined by faculty groups and the Academic Affairs Council. After collecting a list of important data points, a program review dashboard is created by the Office of Institutional Effectiveness, followed by training for department chairs, and directors and secretaries on dashboard usage. The program review process is outlined in the [Program Review document](#), including the timeline for assessment of the programs.

Each program up for review will complete a brief PowerPoint template to share with the review team, providing further feedback to the program review on recommendations for improvements or desired changes. The program review serves as an opportunity for each program or discipline to provide statistics regarding program effectiveness and to identify areas of strength and weakness. The process involves analyzing data in various programs to determine if the College is meeting the needs of students and stakeholders.

Maintaining current curriculum is the responsibility of the academic departments and instructors. Cowley has been an active participant in the [Kansas Core Outcomes Group](#) (KCOG), allowing Kansas institutions of higher education to discuss courses and develop common course outcomes for general education courses. Instructors who attend the meetings share the information with fellow instructors and the department chairs, and are then responsible for updating the common course procedures for the given courses. All courses that have been reviewed by the Kansas Core group have a statement on the course procedure designating it as a KRSN course.

The effectiveness of curriculum is determined in several ways. Career and Technical Education programs use feedback from employers of recent program completers, as well as feedback from advisory councils ([Fire Science](#), [BCIT](#), [automotive](#) examples) to assess the graduates training level and performance in the workplace. Advisory councils meet once each academic year, twice for CTE programs, and include representatives from various stakeholder groups. Councils serve to provide input and guidance when determining the direction for the program of study. Career

and Technical Education areas also have [state reporting guidelines](#) to self-evaluate curriculum effectiveness.

Indicators of course effectiveness in general education coursework include the ability to prepare students for subsequent courses or for success at a transfer institution. Cowley collects and analyzes data on success rates of students in successive courses and on success at transfer institutions. If data suggests Cowley students are under-prepared, discussions occur and a plan of action determined.

1P3.E. Reviewing the viability of courses and programs and changing or discontinuing when necessary (4.A.1)

Program Review is completed on every program and degree in a three-year cycle as described above. The program summary is submitted to the CAO and is also peer reviewed. Then the CAO prepares a summation of all programs and makes recommendations to the President and Board of Trustees (BOT). These recommendations may result in course changes or in program discontinuation. When making decisions on programs, the College utilizes data from the annual strategic planning survey that is completed by both internal and external stakeholders, and from [advisory council surveys](#).(4.A.1)

When updating or [changing curriculum](#), information is obtained from external accrediting bodies and national, regional, and state trends are followed in an attempt to keep curricula current. Proposed changes in curriculum are submitted through the Academic Affairs Council, serving as the curriculum committee for the college, completing the [appropriate forms](#) for curriculum and [programs change](#). If the program is a CTE program, additional documentation is needed from advisory council groups and requires KBOR approval. Advisory Councils consist of community partners, students and other stakeholders and [minutes](#) are recorded for every meeting. Programs that are Perkins funding eligible through KBOR also use [self-evaluations](#) to assess program viability.

If the data from the program review indicates declining enrollment or inadequate success of program completers, the program may be revised or discontinued. If it is determined by the CAO, BOT and President that a program should be discontinued, the process outlined in the [Program Discontinuance Policy](#) is followed. According to policy, a program may be considered for discontinuance if it meets the following criteria: insufficient enrollment for an extended period of time, loss of instructional staff qualified to teach said program, loss of sufficient financial or material support to continue said program, or other extenuating circumstances meeting the President and BOT needs for college stability and governance. The President and BOT have final authority regarding discontinuance of any program.

Once the decision has been made to discontinue a program, the following steps occur:

- All affected personnel are notified as soon as possible and treated according to their employment agreement, contract or other binding document.
- No new students are added to the program and current students are informed of the teach-out plan for the program.

- Cowley will make every effort to teach-out discontinued programs but reserves the right to transfer teaching to outside sources.
- If this occurs, a comprehensive teach-out plan is developed by the instruction office and made available to the Board of Regents.
- Equipment, supplies, curriculum, teaching materials, and all other items pertaining to the program are disposed of in a manner according to their funding source. The instruction office is responsible for the implementation of this policy.

1R3 Results

Summary results of assessments

Each Academic and Technical program of the College has an advisory council that meets annually. The [Advisory Council Surveys](#) are administered annually to collect feedback on how well the program is meeting the needs of students. This data is collected through the department chairs and reviewed with program faculty, with results sent to the Office of Institutional Effectiveness for compilation. Two major questions (4 & 5) on the compiled survey [assess program quality](#) and design: The program curriculum is relevant in today's society and The program is meeting the needs of the community. The collective scores from the surveys show Cowley at about the 80% target in these questions. Documents for review include 2017 Advisory Council Surveys for [Fire Science](#), [Automotive](#), and the [Business, Computers and Information Technology](#).

The College administers the NLSSI for all students and the NLPSOL (Priorities Survey for Online Learners) for students who are taking classes completely online. On page 6 of the [Cowley College Indirect Measures of Student Success](#), in response to the question regarding sufficient offerings within "my program of study," students had a performance Gap score of 0.43, with 86 learners completing the survey.

The recent accessibility initiative has led to the adoption of a software program called Ally. Ally reports allow tracking the [level of accessibility](#) of courses delivered in the Blackboard LMS. As indicated by the data, Ally scores have increased from 82% in Fall 2016, when the College first had discussions on using this tracking tool, to a current rating of 85%. Although scores are shown for past semesters for historical purposes, this initiative will look at the baseline of 82%.

Data analysis is reported in the program review document, along with improvement suggestions. Faculty are asked to provide data to show the viability of the program and of the courses. Program Reviews for [Art](#), [Graphic Design](#), [Music](#), [Chemistry](#), [EMS](#), and [Theatre](#) are provided as evidence.

Community support of programs is provided through surveys and reports. The Golden Tigers provides an annual report of activities offered. Documents include reports from [2015-2016](#), [2016-2017](#), and [2017-2018](#). These reports show the number of classes offered and the number attending each class. This data is used to determine the offerings for the coming year. The [community survey](#) initiates that 69 of the 95 respondents think the College has robust programs.

Comparison of results with internal targets and external benchmarks

The Advisory Council Surveys are tracked at the department level, with the developed internal benchmark based on average three-year performance trend data and an 80% agree and strongly agree average is used as the target. Ally accessibility tracker does not have an external benchmark, but an internal benchmark has been set at 98% for a course level assessment of content accessibility.

The NLPSOL shows comparison with a National Online Learner Difference and with past Cowley performance. Students in the 2019 survey are more satisfied with a lower performance GAP than the results for the 2014 and 2015 surveys.

Interpretation of results and insights gained

Advisory Surveys are used at the department level to assess the needs of the stakeholders associated with the academic programs and minutes and survey data are included in the program review process. When Advisory Surveys in the Natural Science Department indicated lab facilities were inadequate for the physics program, the College invested in remodeling the physics room to increase functionality. Subsequent surveys in the department have indicated this was a good solution to the problem. In the 2018 Visual Performing Arts Advisory Council, stakeholders indicated they wanted to revisit a past practice of doing a dinner theater at the College. Based on this feedback, the department is preparing for this event in 2019.

The Online Team tracks the accessibility indicator using Ally and while the number is increasing, it is not at the target. The team will clarify goals regarding the established timeline for being compliant.

The Golden Tigers Coordinator uses the participation reports to help in the development of the next year's offerings. For example, it was noted the health and wellness offerings were most popular in terms of participation, so it was decided to increase the amount of fitness and wellness classes offered for the 2018-2019 year.

113 Improvements

A major change proposed for the program review process is a presentation given to a peer review committee, consisting of faculty and administration. The goal is to provide a more thorough look at the program review submissions and the interpretation of data. A PowerPoint template has been developed that includes the key points of the review, and it will be used with the next review cycle. If a program is flagged due to one of several factors, such as low enrollment, high cost, poor outcomes or relevancy, a program improvement plan will be developed in conjunction with the program faculty and department chair. The program will then be monitored for improvements based on the plan. The details of this process will be reviewed and revised through the Academic Affairs Council as the process is implemented.

Sources

- 20180904KRSNMatrix
- 22 KSUG 1
- 22 KSUG 2
- acceleRATEcourselist
- Advanced PlacementCLEP Brochure
- Advisory survey totals
- ALLY
- Art program review
- Auto Advisory MinutesFA17
- Auto SurveyFA17
- BCIT Advisory MinutesFA17
- BCIT SurveyFA17
- Chemistry Program Review Spr2017
- ClubsGuide
- Course Procedure Approval Form
- Cowley College Student Success Indirect Measures of Student Success 2019
- Cowley Program Review
- Cowley Program Review_EMS
- COWLEY THEATRE TAKES A BITE OUT OF THE BIG APPLE
- Credit for Prior Learning
- CREDIT TRANSFERRED FROM OTHER COLLEGES
- CTE Program Self Evaluations
- CURRICULUM DEVELOPMENT
- Diversity demonstrated through organizations and clubs
- Early Childhood Advisory MinutesFA17
- Eligible CAPPSS Schools
- Etzanoa Presentation
- Faculty hiring process
- Fall 2017 Advisory Committee Meeting
- Fire Science Advisory Minutes FA17
- Fire Science SurveyFA17
- Foster Parent - 2
- Foster Program
- Golden Tigers 2015-2016 Annual Report
- Golden Tigers 2016-2017 Annual Report
- Golden Tigers 2017-2018 Annual Report
- Goldent tigers
- graphic design program review
- InternationalStudentOrg
- Music program review
- Opening Day Fall 2018
- Policies Discontinuance
- Program Grid Approval Form
- Robust Programs community survey
- Theater program review
- Title IX Training 20918

- TRiO Club
- WeAreHereRel

1.4 - Academic Program Quality

Academic Program Quality focuses on ensuring quality across all programs, modalities and locations. The institution should provide evidence for Core Components 3.A. and 4.A. in this section.

1P4: PROCESSES

Describe the processes for ensuring quality academic programming. This includes, but is not limited to, descriptions of key processes for the following:

- Determining and communicating the preparation required of students for the specific curricula, programs, courses and learning they will pursue (4.A.4)
- Evaluating and ensuring program rigor for all modalities, locations, consortia and dual-credit programs (3.A.1, 3.A.3, 4.A.4)
- Awarding prior learning and transfer credits (4.A.2, 4.A.3)
- Selecting, implementing and maintaining specialized accreditation(s) (4.A.5)
- Assessing the level of outcomes attainment by graduates at all levels (3.A.2, 4.A.6)
- Selecting the tools, methods and instruments used to assess program rigor across all modalities

1R4: RESULTS

What are the results for determining the quality of academic programs? The results presented should be for the processes identified in 1P4. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of assessments (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

1I4: IMPROVEMENT

Based on 1R4, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

14P.A. Determining and communicating the preparation required of students for the specific curricula, programs, courses and learning they will pursue (4.A.4)

College-level course work requires that students have reading, English and problem solving skills needed to be successful. The College has a mandatory assessment and placement policy to

help assess college readiness ([Policy 462](#)). This policy was developed in conjunction with the English and math faculty, student services, and the Academic Affairs Council. Students who assess into remedial level courses are limited to which courses and how many credit hours they can enroll in. College [policy 266](#) outlines the requirements to be a student in good academic standing and how an academic improvement plan will be developed to help students who are placed on academic probation.

Prerequisites for select courses are determined by the faculty or external accrediting agencies if applicable. Sequential courses have prerequisite requirements for successful completion of the previous level. The faculty have the responsibility to determine the curriculum for a course according to [Policy 205](#), Curriculum Development. Regardless of the preparation level an entering student may have, Cowley is committed to providing a quality education, in accordance with the mission, and strives to help students reach college-level competencies through the [Global Learning Outcomes](#). (4.A.4)

Program requirements are determined by the faculty, using input from advisory groups and transfer institutions. If the program is accredited by an outside agency, additional requirements may apply.

Communicating preparation occurs through the Cowley website, providing a comprehensive look at all programs that are offered, along with the information regarding prerequisites and other required preparation. Programs are outlined in a [grid format](#) showing all of the required courses for that pathway. Two major documents help outline course expectations to students and to transfer institutions. All of the courses offered for college credit have a published course procedure that outlines course outcomes and prerequisites using a standard template ([course procedure document](#)). The course procedures are reviewed by faculty on an annual basis and proposed changes submitted using the [required form](#) and approved by the Academic Affairs council. The course procedures are available on the Cowley website and the catalog description and prerequisites are listed in the college catalog. The other major document provided to students is the course syllabus. The College uses a [common syllabus template](#) which outlines instructor expectations and grading criteria, along with course prerequisites and major assignments. (4.A.4)

14P.B Evaluating and ensuring program rigor for all modalities, locations, consortia and dual-credit programs (3.A.1, 3.A.3, 4.A.4)

To maintain quality instructional programs, the College hires faculty according to the [Hiring Qualified Faculty Guidelines](#) to develop courses, teach classes and maintain programs of study. Faculty members are required to have one degree higher than the degree level that is being sought by the students. For general education transfer courses, the instructors are hired at the Master's degree level and have 18 graduate hours in the teaching discipline, or have to complete the required degree within three years of employment. Instructors in career and technical areas are required to have a Bachelor's degree or an Associates with experience relevant to the position and they are encouraged to seek a degree. The College values the education and professional development of faculty and provides for tuition reimbursement for approved course work. The same guidelines are required of faculty, regardless of modality or location.

The College strives to ensure that the courses and programs being offered are current and that the students are held to the performance standards required by the degree or certificate awarded. The faculty members participate in annual [core outcomes meetings](#) with other state higher education institutions to discuss the [core content](#) that should be covered in various courses, regardless of delivery method. The College also relies on [feedback from transfer institutions](#) comparing Cowley student's success rates with other transfer students. The CTE programs look at external accrediting bodies and certification and licensing rates of students; furthermore, they seek input from advisory council members and employers of Cowley graduates on the quality of their graduates and former students. (3.A.1)

Providing a quality learning experience for students, regardless of the method of delivery or class location, is a primary goal of the College. Several processes exist to help facilitate this. The common course competencies are outlined in the course procedures to help guide the instructors on the content that should be covered in the course. All class sections, regardless of modality, use the same [course procedure](#), which includes outcomes and credit hours. The [textbook policy](#) adopted by the College requires that the same textbook and instructional materials be used by all sections of the course, unless circumstances that make it infeasible. The College strives to make classroom materials and lab facilities consistent for all locations and addresses discrepancies when they are noticed. For example, the physics classes were recently expanded to include sections at the Mulvane Center. It was noted that the computers needed for the data collection software used in the physics labs were not running properly and the issue was promptly dealt with by the computer technology department. Faculty mentoring and collaboration also help in maintaining consistency. Each area or discipline has a full-time instructor listed for part-time instructors to contact with questions. These instructors are present at the annual part-time faculty in-service where they can meet with the instructors in groups based on what they teach. These conversations include the discussion of common rubrics, textbooks and materials, grading criteria, and other classroom issues. (3.A.3)

The College coordinates with area Unified School Districts (USD) to provide some courses in a dual credit format. These schools become part of our [Concurrent Academic Partnerships for Secondary Schools](#), also known as Concurrent Education Partners (CEP). This format is helpful to small, rural high schools that do not have the teachers to offer higher level courses to their students. These courses follow the same guidelines as on-campus courses and are coordinated through the academic departments. When a local USD wanted to offer a concurrent enrollment course in a science area, the department chairperson and AVP of Academics and Secondary Partnerships met with the high school instructor and counselor to determine the feasibility of offering the course.

Dual credit instructors have same qualifications as other faculty members and are required to utilize the same textbook and course procedures as the course that is offered on campus to help ensure the course is equivalent to the same course offered at other locations and in other formats. Dual credit instructors are evaluated on the same evaluation schedule as full-time faculty and have a faculty mentor assigned to them for collaboration and to help maintain rigor. Dual credit courses are also included in the annual program review process and student assessment data. The College submits a [CEP annual report](#) to the KBOR, along with [follow-up](#)

[reports](#) to ensure that the CEP classes are following the same guidelines set forth by HLC criteria. (4.A.4)

14P.C Awarding prior learning and transfer credits (4.A.2, 4.A.3)

The College has [Policy 280](#) to outline the definition of a credit hour. Cowley College assesses the transfer of programs in several ways. The program review process looks at data associated with the success of Cowley transfer students after they transfer to a four-year institution. Cowley courses are comparable to courses at other institution and faculty members regularly attend core competency meetings with other state institutions to determine common core outcomes. Courses that are reviewed are assigned a [Kansas State Transfer Number](#) (KRSN) used to facilitate transfer across Kansas institutions. All of the courses that have the common core competencies have a statement on the course procedures that declare that fact.

Cowley uses the [transfer policy](#) established by the Kansas Board of Regents (KBOR). Courses that are transferred in for credit are evaluated based on these course procedures and if they are comparable, then transfer credit is given. If the transfer equivalency is not clear, then the registrar will ask for a copy of the course syllabus from the student or institution and evaluate the course, often with the help of faculty. The Registrar uses electronic databases like Credtran and College Source's Transfer Evaluation System, that help facilitate transfer by checking for comparable courses. (4.A.3)

The College also accepts credit for experiential learning according to guidelines for "[credit for prior learning](#)". Military credit is evaluated based on the MOS and then course equivalency awarded. The KBOR is working to develop a credential site that will help institutions evaluate military credits. Cowley also accepts credit by examination as outline in [Policy 265](#). (4.A.2)

14P.D Selecting, implementing and maintaining specialized accreditation(s) (4.A.5)

There are several program areas that have specialized accreditation through outside agencies. These are selected based on the program and available accreditation, and are facilitated through the academic department faculty and chairs. The paramedic program receives accreditation through [CoAEMSP](#): Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions. Cosmetology is another program area with specialized curriculum determined by an accrediting body. The specialized accreditations are kept on file in the academic affairs office and any expenses for maintaining the accreditations are covered by the department budgets. (4.A.5)

14P.E Assessing the level of outcomes attainment by graduates at all levels (3.A.2, 4.A.6)

It is critical that students leaving Cowley have the skills needed to either enter the workforce or transfer to a four-year institution or program to finish their education. Cowley looks at several indicators of success in this area. [Transfer success](#) of students is monitored and reported in the Accountability and Institutional Measures ([AIM](#)) document, along with degree completion data. Career and Technical Education programs monitor employment rates of their graduates and rely on feedback from the employees of Cowley graduates for additional data. (4.A.6)

Cowley College has only the associate level degree completion with four different associate degrees offered; Associate of Arts, Associate of Science, Associate of Applied Science, and Associate of General Studies. All associate degree seeking student's complete a basic general education curriculum, in addition to courses related to a program of study. The [outline](#) for each degree is available to students through the college website and advisors. The Global Learning Outcomes are the common outcomes assessed for the associate degree student as outlined in 1P1. (3.A.2)

Certificate programs and Associate of Applied Science degrees have clearly defined goals, determined through employers, advisory councils and industry standards. Career and Technical Education programs have additional reporting processes and documentation showing the learning outcomes achieved by the students and may have external agencies outlining the student goals. (3.A.2)

14P.F Selecting the tools, methods and instruments used to assess program rigor across all modalities

Program rigor is assessed at the course, program and college level. The tools for assessment at the course level are selected by the faculty and outlined in the course procedures. All sections, regardless of modality, cover the same outcomes. Departments that have core general education courses in their areas have developed documents that serve as guidelines to faculty. One example of this is in the English department where curriculum guides have been developed to more clearly outline course expectations to faculty. These are then assessed during classroom observations and student feedback. Program assessment tools are chosen by the program faculty and measured as part of the [program review process](#), including transfer success of students in the program and employer feedback.

1R4 Results

Summary results of assessments

Cowley tracks the success of students through different course sequences. This data is reported from all sections and modalities and then analyzed to determine if students are reaching the desired outcomes. Goal Measure 2 from the [AIM](#) shows student data for [developmental coursework](#). Results for success of Composition I with and without Supplemental Seminar to Composition II is included. Supplemental Seminar is a co-requisite course for students with a low assessment score. Results indicate that students are successful at completing Composition II, but the sample size is also smaller. These results are shared with the English faculty.

[Transfer success of students](#) as shown in the most recent summary document follows 228 students from Cowley on their transfer journey to Kansas four-year public institutions. This report is provided annually by the Kansas Board of Regents and indicates that the average term GPA of students transferring in to KBOR schools is 2.78, while students that started at the transfer institution is 2.83. When looking at continuing students average term GPA, Cowley Colleges has a 2.87 average, with all other transfers at 2.87.

The [Student Goal Attainment Dashboard](#) show the last three performance years for IPEDS graduation Rates. Based on the mean for peer groups, Cowley's performance of 36 for the current year is ahead of the mean of 32. Based on 2916, Cowley was below the peer mean and for the 2016 year, was equal to the peer mean. Also shown on the dashboard is the data for vocation program completers with a target of .70. Cowley has reached the target in two of the last three performance years.

[Advisory Council Survey Feedback](#) is collected by each program to assess if the needs of the community are being met with the program graduates. Cowley's internal benchmark is for 80% agree and strongly agree. Based on the latest surveys, the graduates meet the needs of the job market.

Comparison of results with internal targets and external benchmarks

The Transfer Success information received from the KBOR shows all community college data. When compared with Kansas peers, Cowley's 2017 GPA of 2.78 is equivalent to the other community college transfers at 2.78. When comparing the continuing students average term GPA to other community college transfers, Cowley's 2.87 is slightly lower than the other community college transfers at 2.92. For internal benchmarks, Cowley uses three-year trend data to create a baseline and then compares the current data to the three year trend. With this process, Cowley is slightly below the three-year trend average of 2.81 and slightly above the three-year continuing students average of 2.86.

IPEDS graduation rates indicate that Cowley has exceeded the mean for the peer group for the 2017 cohort. Cowley also uses a three year rolling trend average as an internal benchmark for these measures. [Advisory Council Surveys](#) use an internal benchmark of 80% agree and strongly agree. Based on 53 respondents, only program marketing was below the internal benchmark.

Interpretation of results and insights gained

The College assesses all sections of a course, regardless of location and modality. During the program review, online and outreach sites are included in the data and allow for analysis compared to main campus locations. There has been an increase in enrollment in the online general education courses, but outcomes have remained consistent. The transfer success of students is another area that has fluctuated. Student are successful in completion and transfer, and the success at the transfer institution has stayed close to the mean.

114 Improvements

Cowley has several goals in this area for the coming year. The prior learning credits, in particular Credit for Military Service, is a recent focus of the Kansas Board of Regents. The College will be participating in this initiative by setting up a transfer website in conjunction with other schools in the state.

The program review forms for the next three-year cycle will be reviewed by the Academic Affairs Council. One improvement suggestion is addition of a breakdown of program outcomes by modality. The new data analytic tool, Tableau, should allow for more data sorts by location and by modality to help departments and faculty track outcomes.

Sources

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- 3A1Cowley College1718catalog
- 3A1KBORTranferGuide2018
- 3A1KBORTransfer Policy.docx
- 3A1KCOGProcedure
- 3A2Academic Affairs Policy 280CREDIT HOUR DEFINITION
- 3A2Course Procedure Template CREDIT HOUR REQUIREMENT HIGHLIGHTED
- 3B10CAAHEP Accreditation Paramedic Program
- 3D1ImpactSSS
- 3D2Policy246MandatoryPlacemnt
- 3D2remedialdevelopmentalcourses
- 3D2writingcenter
- 4C First Year Experience Course Procedure
- AA Business Admin Grid 2018 Catalog
- Academic Progress Policy
- academicadvisingagreement
- Advanced PlacementCLEP Brochure
- advisory survey all questions
- Articulation Caddo Kiowa Technical Center
- Articulation KWU
- AS Biology Grid
- Concurrent Academic Partnership for Secondary Students
- Course Procedure Approval Form
- Course Procedure Template (1)
- Cowley College Accountability and Institutional Measures AIM
- Cowley College Transfer Student Sucess Report 2019
- Cowley Program Review
- Credit for Prior Learning
- CREDIT TRANSFERRED FROM OTHER COLLEGES
- CURRICULUM DEVELOPMENT
- developmental success
- F2F_SyllabusTemplate
- Faculty hiring process
- Fall 2018 Tutor Hours Flyer

- FastTrack Dual Enrollment
- Global Learning Outcome document results Fall 2018[4796]
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- Goal Measure academic preparedness
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- Student Goal Attainment Dashboard
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- Writing Center flier

1.5 - Academic Integrity

Academic Integrity focuses on ethical practices while pursuing knowledge. The institution should provide evidence for Core Components 2.D. and 2.E. in this section.

1P5: PROCESSES

Describe the processes for supporting ethical scholarly practices by students and faculty. This includes, but is not limited to, descriptions of key processes for the following:

- Ensuring freedom of expression and the integrity of research and scholarly practice (2.D., 2.E.1, 2.E.3)
- Ensuring ethical learning and research practices of students (2.E.2, 2.E.3)
- Ensuring ethical teaching and research practices of faculty (2.E.2, 2.E.3)
- Selecting the tools, methods and instruments used to evaluate the effectiveness and comprehensiveness of supporting academic integrity

1R5: RESULTS

What are the results for determining the quality of academic integrity? The results presented should be for the processes identified in 1P5. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures where appropriate)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

1I5: IMPROVEMENT

Based on 1R5, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

1P5.A. Ensuring freedom of expression and the integrity of research and scholarly practice (2.D., 2.E.1, 2.E.3)

Faculty are governed under a [negotiated master agreement](#) outlining the expectation of professional employees. The section on academic freedom outlines the role of the faculty member as a scholar and as an educator. Key pieces in this section include freedom in research and publication, the freedom to discuss appropriate subject matter in the classroom, to select instructional materials, and to evaluate student work. The College ensures freedom of expression

but still maintains guidelines as outlined in [SAF004](#), Guidelines on Demonstrations and Leaflets.(2.D.)

The College has implemented several components to ensure that faculty, students, and staff, acquire, discover and apply knowledge responsibly. The core values promote a sense of fairness, citizenship, tolerance and integrity, which are critical to the mission. Faculty expectations are outlined in the negotiated master agreement in the section on Professional Code of Ethic for the Professional Employee. In addition, as part of a research plan developed within the College, an Institutional [Review Board and procedures](#) (IRB) have been developed to provide oversight on the ethical use of research. The most recent employee using this process was during a [doctoral research project](#) with the process followed through approval. (2.E.1)

The College has an [academic honesty policy](#) for students. Faculty report incidents to the CAO, which are then tracked through the Academic Affairs office. Students are sent an official letter to notify them of the violation report. The policy is progressively more punitive and each incident is communicated to the offending student by the CAO and documented fully with all documents kept on file in the Academic Affairs Office. Results of the number of incidents are tracked and can be found in the [AIM](#) document. Recent improvements include adding more communication on the Academic Integrity guidelines to international students and new students and including a section on information literacy in the [First Year Experience](#) (FYE) course.(2.E.3)

1P5.B. Ensuring ethical learning and research practices of students (2.E.2, 2.E.3)

Students are guided on the ethical use of information resource as outlined in the [Academic Integrity Policy](#). This policy is stated in the [student handbook](#), is shared with students during student orientation, is linked in the LMS in all course shells and is listed on all course syllabi, and enforced through the Academic Affairs Office. A clear procedure outlines what occurs with each student offense in the [violation and appeals document](#). (2.E.3)

Student expectations on the use of information are further defined through training provided by the Librarian. The [Library website](#) has resources regarding the correct way to make references and citations for literary sources. The College has a site license for Grammarly, a software that helps check for correct form and references. This tool is available for students to use and linked in Cowley Tiger Connect. The Library posts [signs](#) to remind students of correct use of published sources and has [publications](#) available to students to support proper citation of sources. English Composition classes reinforce the Academic Integrity Policy and have software, called Turnitin, to check research papers for plagiarism. (2.E.2)

1P5.C. Ensuring ethical teaching and research practices of faculty (2.E.2, 2.E.3)

The faculty master agreement outlines the expectations for ethical teaching ([Master Agreement](#) pages 13 - 16) and the IRB procedures outlines processes for ethical research practice. The researcher is required to complete a form, documenting the methodology, purpose and duration of the proposed study. The information is then reviewed by a board of faculty to determine if the study should be allowed. The College also encourages the use of new pedagogy and classroom

technologies. These are often launched as pilot programs to assess the practice's effectiveness on select student populations. (2.E.2, 2.E.3)

1P5.D. Selecting the tools, methods and instruments used to evaluate the effectiveness and comprehensiveness of supporting academic integrity

The tools used in evaluating the effectiveness of Academic integrity are selected by faculty. The faculty members who teach the computer applications course adopted a software called SAM that tracks student submission. The College uses a software called Turnitin, that is implemented through the Blackboard Learning Management System. The course syllabus template includes a common wording on academic integrity and faculty developed an academic integrity policy with the violations outlined. The Noel Levitz Student Satisfaction Inventory (NLSSI) questions on ethical behavior and honesty are used to help evaluate ethical behavior.

Results

Summary results of measures

The majority of the IRB submissions are by students in the Introduction to Research class. This class requires students to go through IRB training and to complete the forms for Cowley. In 2017-18, the IRB review board reviewed and approved four exempt projects and in 2018-19, it reviewed and approved seven exempt projects.

Cowley has used a [survey in the First Year](#) Experience course (FYE) to assess the effectiveness of the class in achieving the determined outcomes. Financial Literacy and Information Literacy are two of the main outcomes. The Fall 2018 survey had n=116 and indicated that Financial Literacy was the second most important thing learned and Library Resources was the ninth in importance.

The GLO on Citizenship Skills B. Ethical Principles uses two measures. Academic Integrity Violations per FTE and the NLSSI questions on honest and integrity. These are recorded in the [Global Learning Outcomes Results 2018](#) and Cowley achieved the desired goal for each measure. The [2013/2014 GLO](#) results also indicated goal attainment in this area. These are also shown in the [AIM](#) document and Cowley tracks the number [Academic Integrity Violations](#) as the number of incidents per FTE. Based on this, the 2018-19 year has the lowest incidents per FTE over the last three reporting periods.

[Goal Measure 15](#) in the AIM document deals with Ethical Behavior. In response to the [Noel Levitz SSI question on ethical behavior](#): Cowley used a three year trend target, meeting the target in the last collection cycle. In response to the question, Faculty are fair and unbiased in their treatment of individual students, The 205 Spring 2019 respondents reported a satisfaction of 6.09 and a GAP of 0.45, well below the national GAP or 0.68.

Comparison of results with internal targets and external benchmarks

The Internal Review Board submissions show an increase from 2017 to the 2018 academic year, due to an increase in the number of students enrolled in the Introduction to Research Methods class. The internal target is set at ten students, which correlates to the number of science students that should be taking this course each semester due to scholarship requirements.

The FYE class used data from a 2017 student survey to collect information on what they would like to know. After the 2018 FYE classes were over, a survey was given to those students to see if they indicated learning in the areas that were targeted based on the first survey. This survey has not been used enough times to generate trend data and is specific to Cowley so no external benchmarks are available.

The GLO outcome on citizenship is collected and reviewed in a three-year cycle. The AIM shows the measure for the [NLSSI](#) and uses both three-year trend data and the National Peer Performance GAP.

Interpretation of results and insights gained

The number of students in the research methods class has not increased as desired. This is due to the fact that the research methods class has only been offered to the students in the natural science department and fluctuates based on the scholarship students in this area. A recent proposal is to offer this course to other areas that are research based, like sociology and psychology.

The number of Academic Integrity Violations (AIV) was high in 2017-18 with 74, almost twice the 2016-17 and 2018-19 rates. Reinforcing the Academic Integrity process in the FYE courses might have made a difference and is reflective that FYE was not offered in 2017-18 due to scheduling issues.

The College has met the GLO on ethics in each of the two cycles. The GLO team has decided to revise the target for the next assessment cycle and to explore other measures, like the FYE survey, as possible methods of assessment instead of AIV.

115 Improvements

The increase in AIVs, especially among the international students has triggered discussion on what is considered acceptable practice in other countries, resulting in increased communication of the current policy. The Academic Affairs Council will be reviewing this policy at the next Academic Affairs retreat with possible changes on notifying the International Student Coordinator and the advisors when violations are reported. Better tracking mechanisms will be explored for AIVs instead of using spreadsheets. The FYE team is reviewing the course competencies and the post-survey to see if the course is meeting the desired outcomes. The revised course will be used in fall 2019 with a focus on ethics and academic integrity.

Sources

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- Academic Honors Policy
- Academic Integrity
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- Ethical Behavior Goal Measure
- Global Learning Outcome document results Fall 2018[4796]
- Goal Measure 15 ethical
- Institutional Review Board Plan
- intro to research methods course
- IRB171803Grillot
- Library Print Materials to Support Proper Citation of Resources
- Library Resources to support proper citation of sources
- Outcomes and Assessment Grid November 2013
- Photos of Signs Placed Around Renn Memorial Library that Support the Academic Code of Conduct
- saf004
- Student Handbook Academic Code and Code of Conduct
- survey FYE fall 2018

2 - Meeting Student and Other Key Stakeholder Needs

2.1 - Current and Prospective Student Need

Current and Prospective Student Need focuses on determining, understanding and meeting the academic and non-academic needs of current and prospective students. The institution should provide evidence for Core Components 3.C. and 3.D in this section.

2P1: PROCESSES

Describe the processes for serving the academic and non-academic needs of current and prospective students. This includes, but is not limited to, descriptions of key processes for the following:

- Identifying underprepared and at-risk students, and determining their academic support needs (3.D.1)
- Deploying academic support services to help students select and successfully complete courses and programs (3.D.2)
- Ensuring faculty are available for student inquiry (3.C.5)
- Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty (3.D.1, 3.D.3, 3.D.4, 3.D.5)
- Determining new student groups to target for educational offerings and services
- Meeting changing student needs
- Identifying and supporting student subgroups with distinctive needs (e.g., seniors, commuters, distance learners, military veterans) (3.D.1)
- Deploying non-academic support services to help students be successful (3.D.2)
- Ensuring staff members who provide non-academic student support services are qualified, trained and supported (3.C.6)
- Communicating the availability of non-academic support services (3.D.2)
- Selecting the tools, methods and instruments to assess student needs
- Assessing the degree to which student needs are met

2R1: RESULTS

What are the results for determining if current and prospective students' needs are being met? The results presented should be for the processes identified in 2P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I1: IMPROVEMENT

Based on 2R1, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

2P1.A. Identifying underprepared and at-risk students, and determining their academic support needs (3.D.1)

Identifying underprepared and at-risk students are important for student success. Cowley has a [mandatory placement policy](#) that states when students enroll in classes, they are limited in which classes they can enroll based on assessment scores with placement determined by a [multi-assessment placement grid](#). Students can be placed in courses based on ACT scores, high school GPA in core classes, and through an assessment tool called Accuplacer. Placement is especially critical on the areas of math and English, along with courses that require a large amount of reading. (3.D.1)

Cowley has a [TRIO support](#) program (IMPACT) that helps identify and provide support services for students that are either first-generation college students, or have an academic or a financial need. This program has designated advisors, classes, tutors, and other services for the students. (3.D.1)

2P1.B. Deploying academic support services to help students select and successfully complete courses and programs (3.D.2)

Academic success and strong student retention are major goals of the College. Student academic reports based upon grades and attendance are submitted by the instructor to the Retention Coordinator, student, the students' advisor, activity sponsor, coach and other responsible parties to follow up on the academic reports with the student. Once a student enrolls, they are assigned a staff or faculty academic advisor. [Faculty advisors](#) have guidelines that are outlined in the advising contract and paid based on the negotiated master agreement. Students visit with their advisors to enroll, drop, or add courses; discuss transferability, career options, and other issues. Instructors provide students with a listing of office hours along with the class syllabus and post office hours and contact information outside office doors. Advising appointments can be scheduled online to help facilitate this process.

Student support is provided in several ways. The College has a tutoring system that is free for all students and a tutoring schedule with times and subjects is published each semester for the [main campus](#) and for [Mulvane](#). Peer tutors are selected through a recommendation and interview process and undergo training on tutoring techniques. The College also makes tutoring available 24/7 through an [online tutor service](#). (3.D.2).

A [First Year Experience](#) (FYE) class was started as part of an AQIP Action Project. Through this class, students are informed of available student services, with the main goal of informing

new students where they can go to get the support needed for student success. The IMPACT program is designed to assist eligible students in successfully reaching their goal of graduation from Cowley College and transferring to a four-year institution. IMPACT students develop a personal success plan in conjunction with IMPACT advisors.

A major key to student success is in the selection of a program of study that fits their needs and in the student support that is provided to help students reach their academic goals. Both the IMPACT program and the FYE course utilize an online career exploration software called [FOCUS 2](#) which allows students to discuss and set goals with advisors.

2P1.C. Ensuring faculty are available for student inquiry (3.C.5)

Faculty members are required to have office hours posted on their door and listed on the [course syllabus](#) for the courses that they are teaching. The negotiated [Master Agreement](#) outlines the expectations regarding office hours and requires that each faculty post a minimum of eight hours a week. Adjunct faculty are not required to have a set number of office hours, however, they are still expected to list hours of availability and contact information on the course syllabi. Faculty have an Office 365 email account that can be accessed from on and off campus. Email addresses are listed online so students can locate and contact their instructors if needed. (3.C.5)

2P1.D. Determining and addressing the learning support needs of students and faculty (3.D.1, 3.D.3, 3.D.4, 3.D.5)

The Renn Memorial Library is a central location on campus for tutoring, computer access, and career assessment. Tutoring services are provided to all students through [campus tutoring](#) centers at the Library, the [Mulvane Center](#), and through [online tutoring services](#). Faculty input is used to identify subjects that students often struggle with and to select qualified tutors in each identified area. A tutoring schedule is developed using input from faculty, coaches and administrators. Tutor usage of the tutor centers and the online tutoring site is monitored throughout the semester to help assess the process. Additional tutoring services are available through the IMPACT program in the areas of math and English for qualifying students.(3.D.1)

The Student Accessibility Coordinator provides information and guidance to students and faculty regarding the assessment of needs and assistance to students to help them be successful in the classroom, providing a valuable link between students with documented needs and the faculty in the classroom. Once a student requests accommodations for learning, the Coordinator contacts the faculty member to discuss how the accommodations can be made. These services are outlined by to both [faculty/staff](#) and to [students](#) through the disability services handbook. (3.D.1)

Learning support needs are determined in many ways. When a student enrolls, they are placed in core courses based on a [multiple assessment placement guide](#) to determine which English or math course the student can enroll in and directs the support needs of the student. Course placement and advising needs are determined through surveys and feedback from both students and faculty and are addressed through Academic Affairs or through Student Services. A recent improvement was made to the academic reporting system used by faculty. Feedback from faculty and advisors suggested that the reporting system did not provide enough information to

be helpful in identifying students of concern early in the semester. Changes in the process resulted in an early alert system integrated with the Student Information System (SIS). Through this reporting process, those concerned with specific students' progress are notified of problems or changes, allowing Cowley to be proactive, rather than reactive, demonstrating an effective method of teamwork between faculty and student services. (3.D.3)

Cowley provides the infrastructure and resources needed for effective teaching and learning. The Renn Memorial Library provides paper resources and electronic resources through a digital portal, and serves as a site for the free peer tutoring and writing lab. A recent addition of the [writing lab](#) was started based on feedback from faculty and students. It is staffed by professional tutors and financed by the College. Science labs and career technology labs have equipment needs supported through department budgets and classroom space is reevaluated based on need. For example, the College recently moved the band room into a space that was an old theater to provide more classroom space for concert band. In determining and addressing program needs, the College looks at feedback from program reviews, student surveys, faculty input, and the mission and vision of the institution. Some programs, like the paramedic program, have needs that are determined by an outside accrediting body. (3.D.4)

The library serves as a valuable resource to faculty and students in the area of academic research and information resources. The Director of Library services typically meets with each English Composition class to go over the proper use of resources, outlining which resources are available in electronic and print formats. The College uses a tool with the Blackboard Learning Management System (LMS) called Turnitin. This tool generates a report to show how much of a research paper is copied from other sources. Students are encouraged to use this tool as a self-check to help them determine appropriate paper citations. Cowley offers a class called [Introduction to Undergraduate Research](#), required of science scholarship students and open to anyone. It covers basic research protocol, including how to submit an application to the Cowley [Institutional Review Board](#) for research approval. (3.D.5)

2P1.E. Determining new student groups to target for educational offerings and services

The College uses several ways to determine new student groups for educational offerings. Cowley hosts annual Principal and Counselors Days to get information regarding high school students and offerings that are needed. Another way to identify new student groups is through a data sort of existing student enrollments, like the increase in the international population. This increase has led to more opportunities in resources for international students. New student groups are sometimes identified through discussions at the local, state and national levels. Recent focus at the state level has been on veterans as students, returning students that have started course work or returned to college after an absence, and career and technical education students to supply business and industry needs.

2P1.F. Meeting changing student needs

The college uses several ways to determine student needs. Once these needs are identified, processes are reviewed to determine if the needs can be met with existing programs. If not,

they are targeted through strategic initiatives. Cowley has recently launched a new strategic plan with several initiatives targeting select student groups.

- Goal 2.1 of the plan is to increase the enrollment and retention rate of select student groups, and includes the following initiatives.
 - 2.1a Develop and implement a cultural diversity and inclusion plan for students and local stakeholders.
 - 2.1b Develop comprehensive support programs for international students.
 - 2.1c Improve campus and online accessibility to be compliant.

Each of these initiatives is being addressed by a cross-functional team that is developing and initiating action plans.

2P1.G. Identifying and supporting student subgroups with distinctive needs (3.D.1)

Cowley strives to provide student support services to support the needs of students. Most recently, the College has hired an international student coordinator to oversee the advising of international students and to ensure that the needed paper work is completed. This person is also responsible for being a resource for international students and to sponsor the international student organization. The college has also responded to student needs by hiring a military advisor to work with veterans and active [military students](#) that are attending classes and has assigned an advisor to work with athletes. (3.D.1)

Cowley is in the implementation phase of an accessibility plan for the distance learner or those with needed accommodations. The first phase is focused on making all online word documents readable with a screen reader. This is being done through training sessions offered to faculty and staff through the online support team. The second phase of the training will focus on the accessibility of PDF's and the third phase focused on accessibility of media. (3.D.1)

2P1.H. Deploying non-academic support services (3.D.2)

Non-academic support services are important in helping students be successful. Cowley has a full-time [mental health counselor](#) that is available for students and staff, and on-campus health care provided through a [campus nurse](#). These services provide resources to help students take care of mental and physical needs so they can focus on course work. Health services are monitored through usage and surveys on satisfaction. Technology help is available to students through a work ticket system where students can reset passwords or report technical issues at any time. (3.D.2)

2P1.I. Ensuring staff members who provide non-academic student support services are qualified, trained and supported (3.C.6)

The college has set hiring criteria for each academic and non-academic staff member. A bachelor's degree is the common credential for most positions, including the areas of financial aid and enrollment management, coaches, dorm managers, and advisors. Once the hiring supervisor notifies the Director of Human Resources of a job vacancy, the [job description](#) is

reviewed for qualifications with the hiring supervisor and HR before posting. Specific areas like the campus nurse and the mental health counselor have required credentials for their positions. Training for most support positions occurs with initial onboarding and further training is supported through department budgets for professional development. Sessions for all employees are provided during the all-college professional development days that are funded through the Academic Affairs Office. (3.C.6)

2P1.J. Communicating the availability of non-academic support services (3.D.2)

Communicating the support services to students occurs through several ways. Dorm students have meetings with dorm managers where these services are discussed. All students are assigned an [academic advisor](#) who is educated in the available support services. Students enrolled in [First Year Experience](#) (FYE) are informed of the support services available for promoting student success. Services are communicated through new student orientation sessions held throughout the summer and culminate with "the big day" at the beginning of the semester. Support services, such as the on-campus [mental health counselor](#), are promoted through the Cowley website and appointments can be scheduled in confidentiality, online. (3.D.2)

2P1.K. Selecting the tools, methods and instruments to assess student needs

Assessing student needs occurs in several ways. One tool that is used is the Noel-Levitz Student Satisfaction Inventory (NLSSI) chosen for the quality and breadth of the questions, the comparative data available, and the ability to add selected institutional questions. The method for administering the survey was determined by the data team and the Executive Director of Institutional Effectiveness, with input from the Chief Academic Officer. The college uses Survey Monkey to administer focused surveys to students as desired by various areas. The college administers community surveys and advisory council surveys to assess needs of external stakeholders.

Online support tools are chosen based on Blackboard interface, like Turnitin and the course evaluation software (CoursEval). The Online Instruction team chose the ALLY accessibility checker based on the data it provides and the ease of use for instructors developing online content.

2P1.L. Assessing the degree to which student needs are met

The college uses a 4 or 5 point Likert scale on most internal surveys to allow for a range of ratings. On the NLSSI, the college looks at GAP scores, along with the overall satisfaction rating and how the ratings compare to peer groups. Usage reports are collected and analyzed for support services effectiveness, like tutoring services, writing center, mental health and nursing visits, and TRIO program success. These are tracked in the Accountability and Institutional Measures ([AIM](#)) document and reviewed and analyzed by the appropriate director and administrator.

2R1 Results

Summary results of measures

The College is committed to helping student groups through accessible course materials. The Ally software is embedded in Blackboard and is a tool to measure course accessibility. The [Ally score](#) is currently at 85%, with a target of 95%.

[Library usage annual reports](#) are kept by the Director of Library Services. These are shared with the Chief Academic Officer.

[Goal Measure 6 Use of Services](#) from the AIM document shows Library usage per FTE over three years, with a target of the three-year average. The number of library visits has declined over the past three years from 7.33 to 6.29 visits per FTE. Process measure 6.2 indicates that tutoring services per FTE has been steadily above the three-year average. Health services usage has declined over the past three reporting years, with a noticeable decline in 2018 from 0.69 to 0.39 visits per FTE, but student life counseling services usage per FTE has increased slightly from 0.029 to 0.035.

[Goal Measure 7 satisfaction of support services](#) from the AIM document shows student satisfaction as measured through the NLSSI. The data indicates Cowley has a lower GAP score compared to the national GAP in the six measured areas of Student Centeredness, Campus Climate, Academic Advising, Campus Services, Admissions/Financial Aid, and Registration Effectiveness. Cowley also has decreased their GAP scores over the last three reporting periods in each category. Process Measures 7.7a, Satisfaction with Dormitories indicates an increase from 60% to 84% over the last three years. Process Measure 7.8, Food Service Survey indicates a 2018 satisfaction rating of 94%, up from an 85% 2017 rating.

[Trio Participation 1](#) reports are compiled as part of the TRIO grant and show participation and success numbers. With 160 participants, the program has exceeded the 40% Associate's Degree or Certificate rate with a 63% and have exceeded the 25% Degree and Transfer with a 48%, meeting all standard objectives for the 2016-2017 year. [Trio Participation 2](#) shows the 2015-2016 data, with similar success.

Comparison of results with internal targets and external benchmarks

Cowley uses internal targets determined by a three-year or cycle average, unless an industry standard or external target is available. National benchmarks and three-cycle trends are used when analyzing the NLSSI. As mentioned above, satisfaction ratings with food service and dormitories are higher than the average and GAP score analysis with NLSSI or lower than the national GAP.

Interpretation of results and insights gained

Goal Measures (GM) 6 on usage reports appear to be within the set targets. It is noted that Library Services Usage for 2019 has declined from the 2017 report. This could be due to the lower number of students using computer/internet (6.1b). Faster, more reliable internet in the dorms might have contributed to this decline. Online tutoring service usage also declined,

although the perception of online tutoring (6.2c) indicates a high satisfaction rate. A major decline in Health Services Usage (6.3) in the 2017 and 2018 years can be explained by the availability of the campus nurse when the position changed from a 12 month to a 10 month contract. Additionally, the campus nurse position was not filled during the first two months of the 2018 school year.

Satisfaction reports appear to be meeting the target goal where appropriate as indicated in GM 7.

2I1 Improvements

Cowley has several new initiatives in this area, focusing on international students, cultural diversity and accessibility of coursework. To improve the tutoring experience, a new room is being prepared to serve as the tutor lab, and with the success of the writing lab, as described in 2P.1.D, a math focused lab is being explored. Based on student and faculty suggestions, tutoring is being offered at two additional outreach locations for the 2019 academic year. Cowley has recently hired an advisor to work with athletics to help guide students in this area, along with the new international student coordinator and military advisor.

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- director position Mulvane
- F2F_SyllabusTemplate
- Fall 2018 Tutor Hours Flyer
- focus 2
- Future military Students
- Goal Measure 1 Student Goal Attainment
- Goal Measure 2 Academic Preparedness
- Goal Measure 4 Satisfaction with Instruction

- Goal Measure 5 support services
- Goal Measure 6 Use of Services
- Goal Measure 7 satisfaction of support services
- Goal Measure 7 Satisfaction of Support Services
- Health Services at Cowley College
- Institutional Review Board Plan
- intro to research methods course
- Libraryusage
- MASTER AGREEMENT 20162017 FINAL
- student coueslor Campus Services
- Trio Participation 1
- Trio Participation 2
- Tutor Schedule Fall 2018
- Writing Center flier

2.2 - Retention, Persistence, and Completion

Retention, Persistence and Completion focuses on the approach to collecting, analyzing and distributing data on retention, persistence and completion to stakeholders for decision making. The institution should provide evidence for Core Component 4.C. in this section.

2P2: PROCESSES

Describe the processes for collecting, analyzing and distributing data on retention, persistence and completion. This includes, but is not limited to, descriptions of key processes for the following:

- Collecting student retention, persistence and completion data (4.C.2, 4.C.4)
- Determining targets for student retention, persistence and completion (4.C.1, 4.C.4)
- Analyzing information on student retention, persistence and completion
- Meeting targets for retention, persistence and completion (4.C.1)
- Selecting the tools, methods and instruments to assess retention, persistence and completion (4.C.4)

2R2: RESULTS

What are the results for student retention, persistence and completion? The results presented should be for the processes identified in 2P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I2: IMPROVEMENT

Based on 2R2, what process improvements have been implemented or will be implemented in the next one to three years? (4.C.3)

Responses

2P2.A. Collecting student retention, persistence and completion data (4.C.2, 4.C.4)

At the community college level, retention and completion data, based on standard definitions, do not always accurately reflect the success of the institution. Many students enroll at Cowley to jump-start their college career and might not intend to complete a degree. Students also enroll with the intent to be degree seeking, and then realize that their degree pathway is better served at a different institution. Cowley attempts to identify and code students based on the intended

status of degree seeking and non-degree seeking. The Executive Director of Institutional Effectiveness is the primary person that is responsible for data collection, although the determination of cohorts is reliant on several areas, such as enrollment management and academic affairs. Current data collection includes first-time, full-time cohorts with Fall-Fall persistence and Fall-Spring retention rates, along with the tracking of degree completion. Retention data is collected annually on all students at all locations. Transfer out student persistence is tracked using Kansas Board of Regents (KBOR) reporting, and at the national level with for IPEDS. Peer information from the National Community College Benchmarking Project is used for comparison. The collected data is also tracked in the Accountability and Institutional measures ([AIM](#)) document. (4.C.2)

The College also looks at retention rates for select student groups, such as developmental. Data is collected for student completion of developmental to non-developmental courses such as elementary algebra to College Algebra, and even through successive courses such as Composition I to Composition II. In addition to developmental course work, the college also tracks students through the gateway courses of College Algebra and Composition I. (4.C.4)

2P2.B. Determining targets for student retention, persistence and completion (4.C.1, 4.C.4)

Targets for student retention and completion have historically been determined through the enrollment management office. They are reported in the AIM document using a three-year average for a target. The persistence through successive coursework is discussed as part of the departmental program reviews with targets being set at the department level. The performance measures determined through the KBOR [performance agreements](#) use trend analysis to develop baseline indicators and targets.

The College has defined goals for student retention, persistence and completion. Current goals listed in the KBOR performance agreements include:

- Increase the first to second year retention rates of college ready cohorts
- Increase the number of certificates and degrees awarded.
- Increase the percentage of students who completed, became employed or transferred.
- Increase the percentage of college-ready students that complete a certificate OR degree OR transfer within three years of first full-time enrollment at Cowley College.
- Increase the persistence rates (fall-to-fall) for students in developmental courses.
- Increase overall first-year academic achievement (GPA) for students in developmental courses.

These goals are also listed in the strategic plan initiatives for the [2018-2021 Strategic Plan](#).

2P2.C. Analyzing information on student retention, persistence and completion

The data reported in the [AIM](#) document is shared with the Executive Director of Enrollment Management. The director can then request additional information for a deeper dive into the numbers to see if the data indicates a difference based on student location or demographics. Cowley went through an SIS migration three years ago and had a change in

institutional research staff. Now that the migration is complete and a new IR person is on board, new processes can be developed to improve the collection and analysis of this data. Information from [non returning students](#) is collected and analyzed by enrollment management.

2P2.D. Meeting targets for retention, persistence and completion (4.C.1)

The first three of the targets in the KBOR Performance Agreement (PA) have data points that are generated from IPEDs and other reports and the last three items are college generated with measures and targets determined by the college. To help meet these targets, there are several initiatives, new and ongoing, that apply to this area. Goal 2.1 in the strategic plan is to increase the enrollment and retention rate of select student groups, with initiatives on international students and course accessibility. A new international student coordinator position was created and hired to address the needs of this group of students. The [strategic plan 2015-2018](#) had goals related to developmental success of students in English and math. Another new position is a retention coordinator, hired in 2017. This person is responsible for overseeing advising and retention efforts. (4.C.1)

2P2.E. Selecting the tools, methods and instruments to assess retention, persistence and completion (4.C.4)

The IPEDS data collection has set guidelines for assessment, as does the KBOR performance agreement indicators. At the college level, the enrollment management office and office of Institutional Effectiveness determine the tools and methods, and at the department level, the department chairperson and representative faculty are involved in the selection of tools and methods. For example, a recent initiative on co-requisite enrollment in English supplemental seminar along with English composition was launched. The department faculty and chair determined the measure and worked with the Executive Director of Institutional Effectiveness to collect the needed data. (4.C.4)

2R2 Results

Summary results of measures

[Goal Measure 3 Persistence and Success](#) from the AIM document shows the data related to persistence and success. Process Measures 3.1 on Fall to Spring percentage retention rate of first-time full-time degree seeking students indicates a target of .78 based on the three-year mean, with performance being fairly consistent at 0.78 - 0.79 over the three-year cycle. The Fall to Fall persistence percentage has a three-year target mean of 0.58, 0.57 and 0.56, with a performance of 0.57, 0.52 and 0.58 respectively, being below the target in 2016 and 2017 and slightly above the target in 2018. Process Measure 3.3 on DFW Percentage indicates a decrease in DFW in the last two years and a three year trend showing an improvement of performance in this area.

[Cowley College Student Success Measures Retention Completion 2016 2017 2018](#) give more detail on IPEDS data, including the graduation rates. Page 5 shows the most recent cohorts with

graduation rates equal or above the peer comparison for the 2012 and 2014 cohort. Additional data from the National Community College Benchmark Project (NCCBP) indicates Cowley have three-year and five-year completion rates above the peer average. Page 6 shows the student success index as calculated by KBOR. This indicator shows Cowley is above the community college mean for completion rates at 100%, 150% and 200% rate.

[TRIO data](#) from 2016-17 shows Cowley students compared against the approved rate for the four major criteria set as the project award objectives. Based on the 160 students in the TRIO program, Persistent Rates were higher than the approved rate. The indicator for Good Academic Standing was equal to the approved rate and the degrees, certificates and transfer numbers were higher than the approved rate. [TRIO data](#) from 2015-16 show Cowley students against the same measures. Cowley students meet or exceeded all of the award objectives listed.

[Goal Measure 1 Student Goal Attainment](#) shows data on Vocational Program Completers, meeting the 70% target in two of the last three years. Measure 1.2 shows IPEDS Graduation Rates for 2015, 2016, and 2017, with Cowley at the community college mean for the 2012 cohort, below the mean for 2013 cohort and above the mean for the 2014 cohort.

[Goal Measure 2 Academic Preparedness](#) shows goal measures 2.1 on student success in Composition II after completing composition I. Fall 2017 data indicates an improvement in success rate compared to the previous years, although the students that completed the Composition I with Supplemental Seminar as a co-requisite did not have the same success rate as students that were enrolled in non-supplemental sections. Also shown are measures 2.2 a-c on math success. This data is difficult to analyze due to the change in math sequence over the past four years, combining developmental sections with college-level sections as "reviews".

Comparison of results with internal targets and external benchmarks

Peer comparison is used when possible and is included in Process Measure 3.2b on Retention Rate. Cowley exceeds or is equal to the peer groups for first-time full-time and first-time part-time retention as indicated through IPEDS. When no external benchmark is available, Cowley uses a three-year trend mean and comparative analysis as shown in [GM 3](#). Cowley has participated in the NCCBP in years 2014, 2015 and 2019 and uses this data when possible. Charts in the AIM and the Student Success Measures documents indicate both set targets and external benchmarks when available.

Data for Cowley's [2017 KBOR Performance Agreement](#) indicates meeting the set targets for five of the six goals.

Interpretation of results and insights gained

Cowley experienced a decrease in the number of degrees awarded, as indicated in the KBOR Performance Agreement for 2017. The target was set during peak enrollment years and with a recent decline in total students, these numbers are not realistic. The number for 2018 is higher than 2017, although still not meeting the given target. While numbers have fluctuated over the

last five years, they have stayed relatively stable and reflective of community colleges population.

The data that has been difficult to track is developmental sections combined as either co-requisite or review classes with college-ready sections. These sections have not been offered long enough to give good trend data. This data will be analyzed at the department level to help with improvement initiatives.

2I2 Improvements (4.C.3)

Cowley had identified several improvement initiatives in this area. Starting in 2019, a new data analytic software will be utilized. This software will allow for better analysis of data as to success related to location and select student groups. Although general data on retention, persistence and success are good, there might be specific areas or groups that need focus.

One goal in the new strategic plan is to increase the persistence rates for students in developmental courses. To help this goal, an initiative has been formed to refine the retention module use, outline process and identify key factors effecting retention processes. (4.C.3)

Sources

- 4C First Year Experience Course Procedure
- AA Business Admin Grid 2018 Catalog
- AA Business Admin.Grid
- AAS Criminal Justice 2018 Catalog Grid
- AAS Criminal Justice Grid
- academicadvisingagreement
- academicadvisingendofsemestercontract
- acceptedstudentemail
- AS Biology Grid
- AS Biology Grid 2018 Catalog
- Child Care Cert A Grid
- Cowley CC AY15 Perf Report and Narr
- Cowley CC AY16 Perf Report and Narr-rev
- Cowley CC AY17 Perf Rept NarrRev
- Cowley College Accountability and Institutional Measures AIM
- Cowley College Student Success Measures Retention Completion 2016 2017 2018
- cowleycollegestrategicplan2018-2021
- Enrollment Advising Survey Results
- Goal Measure 1 Student Goal Attainment
- Goal Measure 2 Academic Preparedness
- Goal Measure 3 Persistence and Success
- Libraryusage
- majorchangestudentemail
- Placement Grid

- ProctorU MonthlyExamInsights
- SI 2017 chart
- Trio Participation 1
- Trio Participation 2
- TUTORCOM201805Report
- TUTORCOM201806Report
- TUTORCOM201807Report
- TUTORCOM201808Report

2.3 - Key Stakeholder Needs

Key Stakeholder Needs focuses on determining, understanding and meeting needs of key stakeholder groups, including alumni and community partners.

2P3: PROCESSES

Describe the processes for serving the needs of key external stakeholder groups. This includes, but is not limited to, descriptions of key processes for the following:

- Determining key external stakeholder groups (e.g., alumni, employers, community)
- Determining new stakeholders to target for services or partnership
- Meeting the changing needs of key stakeholders
- Selecting the tools, methods and instruments to assess key stakeholder needs
- Assessing the degree to which key stakeholder needs are met

2R3: RESULTS

What are the results for determining if key stakeholder needs are being met? The results presented should be for the processes identified in 2P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I3: IMPROVEMENT

Based on 2R3, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

2P3.A. Determining key external stakeholder groups

External stakeholder groups are determined based on their relationship with the college. The alumni office has recently focused on updating its database to help increase the contact capabilities of the Cowley Foundation. Through this database, the focus is to get better feedback from alumni and to improve donor capabilities.

Academic and Career and Technical areas use external stakeholders, representing employers, transfer institutions, former students and other institutions, to serve on advisory boards as

selected by the departments. [Advisory boards](#) help provide input into programs and services of the academic areas.

When the College is approached about a new service or opportunity, the [mission and vision](#) serve as a guide regarding the new stakeholder groups. The president and other college administrators stay in touch with donors, businesses and government agencies to build relationships and have discussion related to the economy. The college strives to be opportunistic by looking at relationships that strengthen the mission and vision of the institution.

2P3.B. Determining new stakeholders to target for services or partnership

Cowley uses several methods in determining new stakeholders. The college has recently revised the role of the Associate Vice President of Business and Industry to the Associate Vice President of [Workforce and Community](#) Education (AVP WCE). In this expanded scope, building relationship with local community partners will lead to new stakeholder groups and assessing the needs of these groups. New stakeholder groups are also identified through relationship with Kansas Board of Regents (KBOR) and the [Foresight 2020](#) strategic plan for the state. Adult learners, military, and workforce and community education are included in this new plan.

2P3.C. Meeting the changing needs of key stakeholders

There are several main non-student key stakeholder groups, and the needs of these groups are determined in varied ways. Parent feedback is collected at the time of campus visits. Prospective student needs are determined through direct communication with high school counselors. The needs of taxpayers and those of governing boards are determined by College administrators and board members who attend state and national meetings to keep current with legislation, funding, and reform, and a [stakeholder survey](#). Employer and business needs are determined through [Advisory Councils](#) with surveys and community needs are determined through formal and informal feedback. Feedback from transfer institutions is usually via transfer reports. Transfer issues are addressed in the annual program reviews. Transfer feedback is sought through academic advisors at the institutions.

To meet the changing needs of key stakeholders, the college must first identify the needs. Advisory groups for each academic area are gathered each semester to give feedback into the programs they serve. This feedback includes business and industry needs, curriculum changes and equipment needs. Once a need is determined, the academic area pursues the desired changes. Curriculum changes are approved through the academic affairs council, administrative council and the board of trustees. Workforce and community needs are assessed and training needs provided through the academic departments. Cowley responds to community needs by aligning academic programs with local economic needs. With an increase in industry demand for skilled workers, plans are underway for registered apprenticeship programs with businesses. One expressed need through an advisory council was for more electrical training, leading to a revision of classes in the Mechatronic program to include these components.

2P3.D. Selecting the tools, methods and instruments to assess key stakeholder needs

Most service areas of the college are tasked with selecting tools and methods to assess key stakeholder needs, for example, the Enrollment Management team meets monthly to discuss processes and measures related to their area and the Web Master collects [data on external web hits](#). The IE office uses Survey Monkey to develop surveys that target select populations seeking specific information. Departments utilize an advisory council survey developed as part of a community college data consortium in 2005. This form has been modified a few times and will be reviewed again by the Academic Affairs Council before it is administered in the fall 2019.

2P3.E. Assessing the degree to which key stakeholder needs are met

Cowley assesses the degree to which needs are met through several ways. Surveys are used to target specific populations and a major [community survey](#) is administered every three years to assess the degree of meeting community needs. Feedback from transfer institutions is assessed through feedback reports and high school partners are met with annually to discuss needs specific to the school. The employees, as a key stakeholder group, are assessed annually through the employee survey and results are included in Category 3.

2R3 Results

Summary results of measures

The College administers community surveys with the strategic planning three-year cycle, with the most recent survey in spring of 2018. The 2018 survey consisted of 29 questions. [Question 28](#) asked respondents to indicate their level of agreement with the statement that Cowley College partners well with area industry ad businesses. Fifty percent of the respondents either strongly agreed or agreed with the statement. The survey Q14, [community impact](#), indicates that 79% of the 94 respondent feel that the college makes a positive impact on the community.

[Goal Measure 10 on community service](#) from the Accountability and Institutional Measures ([AIM](#)) looks at four measures of meeting community needs. ACES (Academic Civic Engagement through Service) community volunteer hours per FTE are tracked and have increases over the last three years from 4.06 - 4.47, with a target of 1.50. Golden Tigers Enrollment numbers have decreased from 1,103 to 766 over the last three years with a target of 900. Business and industry course offerings have been increasing, along with the number of students enrolled.

[Goal Measure 11 satisfaction of stakeholders](#) gives the results from the 2015 and 2017 stakeholder satisfaction survey, indicating that of the stakeholder groups identified, community members have a satisfaction of 75% compared to the combined stakeholder satisfaction of 89% for the 2017 survey. Advisory committee satisfaction percentage increased to 90% in 2018, increasing over the previous two years and above the 85% target.

[Employee survey](#) results indicate a satisfaction mean in 2016 of 3.09 and a 2018 mean of 3.71, indicating an increase in employee satisfaction.

Comparison of results with internal targets and external benchmarks

Internal targets are set using a three-year mean and external benchmarks are used if available. The community survey and advisory council survey use internal targets and the employee survey uses both trend data and peer GAP analysis where appropriate. These are marked on the survey documents and are shown in the data dashboards.

Interpretation

Being responsive to community needs is a goal of the College. The community service indicators, as outlined in GM10, shows targets being met in all areas except the Golden Tigers enrollment numbers. A recent change in 2017 occurred with the retirement the Golden Tiger Coordinator position and the position was combined with an Alumni Relation position for a new focus. This might have contributed to the decline in number of offerings and participants. Stakeholder satisfaction as measured in GM11 indicates satisfaction with current processes.

2I3 Improvements

The new Alumni Relations position has been created to help address the needs of Alumni stakeholders, specifically in developing a new Alumni database. The new KBOR strategic plan has an increase in focus on community and workforce development, and adult learners. These are areas that the College is addressing through the revised AVP of Workforce and Community Education position and through the development of a handbook to help guide new partnerships.

Sources

- 2018-Pages-per-Session-for-Cowley-edu
- 2C Strategic Plan Document
- 3B3Advisory Committee Minutes 2017-2018
- 3B3Policy101Mission Statement and Commitments
- advisory councils
- BOT question from community survey
- Business partners community survey
- community impact
- Comparison Report 2016 to 2018 CESS_2018 021318
- Cowley College Accountability and Institutional Measures AIM
- cowleycollegestrategicplan2018 2021
- Facilities community survey
- Foresight_2020_Overview__January_2017
- Goal Measure 10 community service
- Goal Measure 11 stakeholder satisfaction.pdf
- Golden Tigers 2015-2016 Annual Report

- Golden Tigers 2016-2017 Annual Report
- Golden Tigers 2017-2018 Annual Report
- HumanitiesAdvisoryCoSurvey
- Quality education community survey
- Robust Programs community survey
- stakeholder survey update 101017
- stakeholder survey update 101017
- Workforce

2.4 - Complaint Processes

Complaint Processes focuses on collecting, analyzing and responding to complaints from students or key stakeholder groups.

2P4: PROCESSES

Describe the processes for collecting, analyzing and responding to complaints from students and stakeholder groups. This includes, but is not limited to, descriptions of key processes for the following:

- Collecting complaint information from students
- Collecting complaint information from other key stakeholders
- Learning from complaint information and determining actions
- Communicating actions to students and other key stakeholders
- Selecting the tools, methods and instruments to evaluate complaint resolution

2R4: RESULTS

What are the results for student and key stakeholder complaints? The results presented should be for the processes identified in 2P4. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I4: IMPROVEMENT

Based on 2R4, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

2P4.A. Collecting complaint information from students

The College collects complaint information in several ways. Students can express complaints in any of the service areas and the complaints are channeled to the appropriate office. Student complaints are handled according to [institutional policy 404](#) Student Grievances. The [Right to Know](#) page helps to guide students to the appropriate office.

All stakeholders have access to an online complaint and feedback system called [Tell it to the President](#). The link for this feedback system is located on the College web site and includes

categories for Compliment, Complaint, Suggestion, and Report an Unsafe or Inefficient Condition. The feedback is routed to the appropriate administrator who follows up with a response. The responses are then tracked for in-house analysis of feedback and action taken. Student data is collected through several survey instruments. Informal complaints are registered through the advisors or other employees and are then channeled to the appropriate service area where they are addressed.

The Executive Director of Student Affairs has an open-door policy. Set policies exist for student grievances that are published in the College catalog, [student handbook](#) and other publications. [SDT 010](#) clearly outlines the steps needed to file a complaint. Policy 404, Student Grievances, states any student receiving disciplinary action or required to pay any fine or penalty as a result of a violation other than appeal of course grades or withdrawal from class may appeal that action according to the procedure listed below. The steps of the appeal are then followed by student and administration. There are appeal processes for Financial Aid, Business Office, late [withdrawal](#), scholarship denial, [grades](#), dorm suspension, and [academic probation](#). When an appeal occurs, they are addressed according to policy and the affected parties are notified in writing of the decision that was made.

Students in online classes follow the complaint process as outlined in the Distance Learning Complaint Process, [SDT008](#). This process is in accordance with SARA (State Authorization Reciprocal Agreement) policies and standards.

2P4.B. Collecting complaint information from other key stakeholders

The [Tell it to the President link](#) is available for all stakeholders to use and is available on the Cowley website. Complaints that are specific to an area are tracked through the administrator in charge and final resolution documented through the President's office. Complaints or concerns received through external surveys are shared with the appropriate department. The business office, student affairs and academic affairs all have processes unique to their areas with procedures for tracking formal appeals and grievances and internal records kept of all the reported complaints and outcomes.

2P4.C. Learning from complaint information and determining actions

Each department is responsible for the tracking and analyses of complaints. The Student Affairs categorizes student complaints and looks for trends. The business office and financial aid office use the information to determine changes in procedures if the same issues are being reported. If a complaint is repeated from multiple sources, it is prioritized and acted on quickly. Complaints that are received through the [Title XI process](#) are collected and analyzed through the Student Accessibility Coordinator, are considered a priority and addressed quickly.

2P4.D. Communicating actions to students and other key stakeholders

Communicating actions to the students is the responsibility of the office that handled the complaint. If a complaint comes in to the Academic Affairs office, the Vice President of Academic Affairs is responsible for communicating with the complainant. The most common

way is through direct communication with a phone call, if a phone number is provided. Student complaints are also addressed in person if the student is available for consultation. The most difficult complaints to address are those that have incomplete information. Efforts are made to get contact information whenever possible. If the complaint is received through the Tell it to the President link, a contact information has to be provided so that the president can communicate the actions to the stakeholder. In cases where a formal process exists, the College follows the outlined process, including a written response mailed to the student.

2P4.E. Selecting the tools, methods and instruments to evaluate complaint resolution

The Tell it to the President was selected by the AQIP cross-sectional steering committee, as a way to allow any stakeholder to submit a complaint and for tracking the complaint from start to resolution. The most common tracking is through spreadsheets showing the complainant, nature of complaint, date and resolution.

Evaluation of complaint resolution occurs in the offices that address the complaints. The most common way is through discussion at the end of the year before new goals and objectives are determined. Student and stakeholder feedback is particularly important when the strategic planning process is occurring in the three-year cycle.

2R4 Results

Summary results of measures

The complaints tracked through [Tell it to president](#) are tracked through the presidents office. The tracking includes the resolution and date.

[Business office appeals](#) for 2016 - 2018 are provided as an example of tracking. [Housing appeals](#) are tracked to determine the reason for breaking dorm contracts and the information is used by the Director of Housing. [Financial aid appeals](#) are also tracked by the Director of Financial Aid to determine trends and modify processes if needed. Summary data of past three-years are included in the [business appeals](#), [housing appeal](#), and [financial aid appeals](#) documents.

[Goal Measure 7](#) in the AIM shows measures for dorm and food service, with an increase in satisfaction for both areas. These are gathered through surveys where the students have opportunity to voice complaints at that time.

Comparison of results with internal targets and external benchmarks

Cowley uses three-year trend data averages indicated in the AIM document and in the appeals lists. For tracking complaints, trend data is used to see if the number of complaints fall within an established range. Due to the nature of complaints, external benchmarks have not been sought for this area.

Interpretation of results and insights gained

Business Office appeals indicate that many of the students were missing the withdrawal dates, leading to review and potential change in processes for communicating withdrawal dates.

The amount of housing appeals is high for the number of dorm students. The dorm contract currently states that a dorm appeal is available for any student with reasonable request of unjust charges.

The 2016 financial aid appeals were higher than most years and were attributed to the billing and enrollment processes within the new SIS.

Food service is assessed through a survey administered by Great Western Dining (GWD), but students can also submit complaints to the College. When food service complaints are received by the Executive Director of Student Affairs they are then discussed with GWD and a resolution developed to better serve students. Some examples include:

- Complaint/suggestion – preseason athletic meals need to be healthier – began serving a full salad bar with more fruits and vegetables and one clean protein hot meal each day
- Complaint/suggestion – need more spice – provided more spices for students to use on the spice rack
- Complaint/suggestion – would like more opportunity to eat beans and rice – created a beans and rice bar

2I4 Improvements

The Business Office appeals three-year data were examined and it was noted that the number of appeals in 2016 was high with the most common reason for the appeal being scheduling and enrollment. The Academic Affairs and Business Office are working together the review and revise the policies related to enrollment and billing, with a goal of a more clear process for students and employees to follow.

Closing the loop on informal complaints is another area of improvement. The academic areas have developed a complaint notepad to encourage reporting closure after an issue has been handled. These will be kept on file in the academic departments.

Sources

- 2016 Community Survey Results Summary
- 404 student grievance Policy
- Academic Code of Conduct
- Academic Code of Conduct Pledge
- Academic Code of Conduct Policy Violation and Appeal
- Business Office Appeals three year
- Copy of Business Office Appeal Results(12734)
- Copy of Financial Aid Appeal Results(12733)
- Copy of Housing Appeals(8466)

- Dorm Appeals three year
- equal opportunity 470 Policies
- Financial Aid Appeals three year
- Goal Measure 7 Satisfaction of Support Services
- Right to know
- SDT 010 Student complaint process
- sdt008 online student complaint process
- sdt009 appeal grade
- sexual harassment title IX
- Student Appeals Administrative Withdrawals and Expulsion
- Student Handbook Academic Code and Code of Conduct
- Tell it to the President
- Tell It to the President Log 2015 to 2018

2.5 - Building Collaborations and Partnerships

Building Collaborations and Partnerships focuses on aligning, building and determining the effectiveness of collaborations and partnerships to further the mission of the institution.

2P5: PROCESSES

Describe the processes for managing collaborations and partnerships to further the mission of the institution. This includes, but is not limited to, descriptions of key processes for the following:

- Selecting partners for collaboration (e.g., other educational institutions, civic organizations, businesses)
- Building and maintaining relationships with partners
- Selecting the tools, methods and instruments to assess partnership effectiveness
- Evaluating the degree to which collaborations and partnerships are effective

2R5: RESULTS

What are the results for determining the effectiveness of aligning and building collaborations and partnerships? The results presented should be for the processes identified in 2P5. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I5: IMPROVEMENT

Based on 2R5, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

2P5.A. Selecting partners for collaboration

The process for selecting partners depends on the nature of the partnership. Academic partners are determined by the number of students transferring to or coming from the schools, classified as either a High School partner or feeder school, or a transfer partner. With a primary focus on in-district high schools, Cowley has a process for developing [Concurrent Education Partnerships \(CEP\)](#) that allow high school teachers to teach Cowley courses in the high school. These dual-credit programs are then approved through the Academic Affairs office.

Transfer partners are determined by the number of students transferring and the proximity to Cowley. Wichita State University is the main transfer partner based on these criteria. New partnerships are developed around program areas. Cowley recently ventured into an [articulation with a private university](#) in the area of business, initiated by a discussion between the presidents and developed into a mutually beneficial partnership. Once the idea was generated, it was conveyed to the academic vice presidents and then to the department chairs of the program area.

The College receives requests from entities for collaborative ventures. When a possible project is identified with new partners, the college uses the following criteria to evaluate the feasibility of the project.

- The project falls within the [scope of the mission](#) of the College
- The College has the resources, both personnel and financial
- The project has a clear time-frame and goals
- Possible unanticipated gains and losses

2P5.B .Building and maintaining relationships with partners

Communication is key to building and maintaining relationships with the community. Cowley's website is updated regularly with information, current happenings, news releases, contact information, and future events. Other published documents include *The Cowley Press*, *The Tiger Alumni and Friends Newsletter*, the *Courier-Traveler newspaper*, [Advisory Committee newsletters](#) and minutes, and the [Annual Presidents 'Report](#). Community relationships are further maintained through special programs such as Cowley Athletics. The College maintains an active and supportive Tiger Booster Club to provide community and financial support. The College also addresses the needs of community members that are 50 years or older by providing personal enrichment activities for a nominal fee through the [Golden Tigers program](#). The Cowley administrative team strives to be active in the community by attending business and community functions, serving to collect feedback and foster relationships. The college hosts Chamber Coffee events, job fairs, and [various clubs](#) and organization meeting on campus. Community members serve on advisory boards and utilize college facilities. Community relationships are facilitated through volunteerism of Cowley students. The [ACES](#) (Academic Civic Engagement) group has a strong core of students that volunteer across the community in areas like Habitat for Humanity and Manna Ministries. The Cowley Wellness Center is also open to the public for personal wellness of the community.

High school partners attend the annual Principal Counselors Day, and rely on the Executive Director of Enrollment Management and the AVP of Academics and Secondary Partnerships to help foster relationships. Cowley has transfer agreements with all Kansas institutions through the [KBOR System Wide Transfer](#) process to help seamless transfer for most general education coursework. Faculty from all of the state colleges that are teaching in these core areas meet annually to review common course outcomes, contributing to collaboration and relationship building. [CEP partner schools](#) needs are [requested using a form](#) administered through the AVP.

Business partners have a primary contact in the AVP for Workforce and Community Education (WCE). This person visits with local business leaders to assess their needs. A new weblink has been provided for [WCE](#) that helps convey upcoming training and to provide processes for new partnerships and contact information for the AVPWCE.

2P5.C. Selecting the tools, methods and instruments to assess partnership effectiveness

The process is for each area to develop the tools specific to the task. For community partnerships, the Golden Tigers has a citizen's advisory board that meets monthly to discuss program offerings and to look at feedback from what has been offered. This information is used, along with enrollment numbers, to assess effectiveness. Educational partnerships are assessed through transfer reports and enrollment data. Business partnerships are assessed on number of new partnerships and number of students enrolled in training courses. The college is currently experiencing an increase in business partners, leading to discussions on how to measure effectiveness in this area. Discussions through Academic Affairs has led to the development of several methods to collect data in this area.

Surveys have typically been used to assess partnership effectiveness. The College is trying to streamline the process of surveying stakeholders by coordinating surveys through the Office of Institutional Effectiveness. Through discussion with the HLC Steering Committee in 2018, it was decided to have one Survey Monkey account to facilitate these surveys.

2P5.D. Evaluating the degree to which collaborations and partnerships are effective

Measures of collaborative relationships that are used on a regular basis include advisory surveys, survey of stakeholders and the Strategic Planning Survey. Survey results are analyzed and reviewed by the appropriate College official. The College also collects data on students attending recruitment events and on the use of facilities by community groups. Numbers are also tracked for attendance at college sponsored events and enrollment and participation in Golden Tigers activities. Dual credit enrollment numbers are tracked, and feedback is sought from the local USDs through personal conversations. Other key measures include tracking the number of Business and Industry course sections offered and the number of students enrolled in these training courses. In conjunction with the KBOR, the College developed an institutional goal to expand partnerships.

2R5 Results

Summary results of measures

[Goal Measure 10 on Community Service and Partnerships](#) in the [AIM document](#) shows the results for ACES volunteer hours per FTE increasing over the last three years from 4.06 - 4.47, with a target of 1.50. Golden Tigers enrollment has declined to 766 duplicated count in 2018, compared to 1,103 in 2016 and 1,153 in 2017 numbers, with a target set at 900. The number of Business and Industry courses sections has increased from 1 section to 10 sections over the last three years and the number of students enrolled in these course sections has increased from 15 duplicated headcount to 90.

[Goal Measure 9 on student recruitment](#) shows measure 9.5 on campus visits (page 3). Recruitment days are offered in academic areas as well as general days for Juniors and Seniors. There has been a decline participation in the general recruitment days, although the department recruiting events are showing an increase over the past five years.

[Community survey results](#) indicate that the College is adequately serving the work force needs of the community with 51% of the 95 respondents indicating they agree or strongly agree and only 10 with disagree or strongly disagree. A similar question on [community impact](#) indicates that Cowley makes a positive impact on the community with 79% of the respondents choosing agree or strongly agree.

[Goal Measure 11](#) on satisfaction of stakeholders from the AIM document shows results from the strategic planning stakeholder surveys (11.1) in 2015 and 2017 with a combined percentage satisfaction of 88% and 89%. Advisory committee surveys (11.2) indicate a similar trend with approval ratings of 87%, 89%, and 90% over the last three years.

The College uses surveys for [Needs assessment](#) like this one that was administered in Sumner County to determine program offerings.

Comparison of results with internal targets and external benchmarks

Cowley uses trend data and sets internal targets based on three-year trend averages. Based on these numbers, the targets have been reached, except the community survey workforce needs at 51%. The AIM document shows sample size and targets for each measure. Advisory committee approval rating target is set at 85%, with the College achieving that goal for the overall rating and in each category of the 2018 survey except marketing. External comparative data benchmarks have not been identified for this area.

Interpretation of results and insights gained

The results of the data in this category indicate the College is meeting the needs of key partners. The decline in recruitment events was analyzed and contributed to either weather related issues or schedule issues with area high school partners. The decline in Golden Tigers enrollment occurred when a new coordinator was hired. There were some offerings that were taught by the previous coordinator that were no longer being offered.

2I5 Improvements

Cowley College strives to be responsive to the needs of both internal and external partners. The College is streamlining the number of surveys so that stakeholders are not over burdened with being asked to complete them. Some surveys have changed from annual to biannual, or have been combined to eliminate the number, and they will be administered through the Institutional Effectiveness office.

The Golden Tigers are looking at providing more offerings in health and wellness due to feedback from the data collected. Participation numbers are high in these classes, indicating an interest in these areas.

The increase in CEP schools and dual credit classes has led to new process to manage this growing student population. An advisor in the enrollment office has been assigned to work half-time with the AVP of Academics and Secondary Partnerships to help address the needs of the local school districts. Each academic department has also identified a faculty member to work with the CEP faculty.

To better serve the business, industry and community, the AVP of Business and Industry was refocused to the AVP of Workforce and Community Education to help reinforce the college mission on both community and workforce needs.

Sources

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- 2018July224OptimistNL
- 2019 CEP REPORT to KBOR_Outline of requirements
- 3A1KBORTranferGuide2018
- 3B3Advisory Committee Minutes 2017-2018
- 3B3Policy101Mission Statement and Commitments
- 3B9Dual Credit
- acceleRATEcourselist
- ACES assignments
- Advanced PlacementCLEP Brochure
- advisory councils
- Advisory survey totals
- Articulation Caddo Kiowa Technical Center
- Business partners community survey
- CEP concurrent partners
- Communication Survey Results
- community impact
- Concurrent Academic Partnership for Secondary Students
- Copy of Concurrent Course Needs Worksheet
- Cosmetology Advisory MinutesSP18
- Cowley College Accountability and Institutional Measures AIM(2)
- cowleycollegestrategicplan2018 2021
- CREDIT TRANSFERRED FROM OTHER COLLEGES
- Dual Credit Course Needs Form
- FastTrack Dual Enrollment
- Fundraising report
- Goal Measure 10 community service
- Goal Measure 11 stakeholder satisfaction.pdf

- Goal Measure 9 FTE and Student Recruitment
- Goldent tigers
- Presidents Report 2018 web
- RotaryMembershipEvidence
- Sumner Survey Results Report May 2018
- Transfer agreements
- Volunteer Opportunities through ACES
- WCE
- workforce community survey

3 - Valuing Employees

3.1 - Hiring

Hiring focuses on the acquisition of appropriately qualified/credentialed faculty, staff and administrators to ensure that effective, high-quality programs and student support services are provided. The institution should provide evidence for Core Component 3.C. in this section.

3P1: PROCESSES

Describe the process for hiring faculty, staff and administrators. This includes, but is not limited to, descriptions of key processes for the following:

- Recruiting, hiring and orienting processes that result in staff and administrators who possess the required qualification, skills and values (3.C.6)
- Developing and meeting academic credentialing standards for faculty, including those in dual credit, contractual and consortia programs (3.C.1, 3.C.2)
- Ensuring the institution has sufficient numbers of faculty to carry out both classroom and non-classroom programs and activities (3.C.1)
- Ensuring the acquisition of sufficient numbers of staff to provide student support services
- Tracking outcomes/measures utilizing appropriate tools

3R1: RESULTS

What are the results for determining if recruitment, hiring and orienting practices ensure effective provision for programs and services? The results presented should be for the processes identified in 3P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

3I1: IMPROVEMENT

Based on 3R1, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

3P1.A. Recruiting, hiring and orienting staff and administrators who possess the required qualification, skills and values (3.C.6)

The College considers several things when recruiting and hiring employees. Advertisements are placed in local newspapers, regional newspapers, national job boards, and national industry-specific organizations as well as posted internally and on the College website for 10 business days. The hiring practices ([EMP008](#)) align with other similar institutions of higher education. The first step in hiring qualified employees is [creating a job description](#) that accurately identifies the key job functions, credentials, and skills required for the position. Next, a cross-section search committee, representing various departments in the College, including classified and non-classified employees, is formed to screen applications and interview applicants. All committee members evaluate the candidate during the interviews, and this input is used by the committee chair and the President in determining the top candidate for the position, allowing for a confidential evaluation system.

All new employees undergo an orientation with Human Resources (HR), which includes an overview of the [institution, mission, and values](#) and the [employee handbook](#). In addition, the College has a current AQIP project strategic initiative on employee on-boarding that is re-evaluating the orientation system to identify additional areas for improvement. A checklist is used to help identify the specific departmental needs for each open position. Supervisors in specific areas carry additional orientation of skills that are critical in those areas. For example, [faculty orientation](#) is held with their department chairs and with the VP of Academic Affairs. (3.C.6)

3P1.B. Developing and meeting academic credentialing standards for faculty, including those in dual credit, contractual and consortia programs (3.C.1, 3.C.2)

The College strives to have highly credentialed faculty members and follows policy based on the [negotiated master agreement](#). The master's degree is considered the preferred minimum educational requirement for teaching general education courses, and the bachelor's degree is considered the preferred minimum educational requirement for teaching occupational courses. All vocational education personnel are expected to meet the certification requirements of the State of Kansas, and the College reserves the right to adopt specific requirements for each professional position. The President of the College has the authority to waive certain requirements in order to assure proper implementation or continuation of a program Procedure [EMP007](#) Hiring Qualified Faculty and Procedure [EMP006](#), Hiring Adjunct Faculty, outlines the process for hiring faculty, including adjunct and dual credit faculty. The qualifications are the same regardless of location or modality. (3.C.2)

All academic departments have determined the credentials needed for each course taught and have identified the applicable sub-disciplines. A master list of these qualification requirements is kept on file in the academic affairs office and each department is responsible for updating the list as needed. Included are examples from the [business](#), [career and technical education](#), and [visual and performing](#) arts department.

The Department Chairs are involved in the review of the credentials and approving the instructor for hiring. The CAO verifies the credentials on hiring paperwork and then the CAO and the President recommend approval of the hire to the Board of Trustees. The College follows the [faculty credential guidelines](#) suggested by the Higher Learning Commission and the Kansas Board of Regents that concern academic, technical and high school (dual credit) faculty. The College uses a [rubric](#) to evaluate faculty credentials and has implemented an [education plan](#) for any faculty that do not meet the required credentials. All [faculty credentials](#), including [CEP instructors](#) credentials, are maintained by the Academic Affairs office. (3.C.2)

3P1.C. Ensuring the institution has sufficient numbers of faculty (3.C.1)

The number of faculty hired is dependent on meeting the mission and future strategic initiatives of the College. Enrollment in courses and the number of declared majors are reviewed to help assess faculty staffing needs. When a faculty position becomes available due to retirement or resignation, the CAO and Department Chair discuss the position and recommend to the President to rehire or reassignment to another academic discipline. As part of the academic program review, departments review the current roles of faculty within each academic unit and make suggestions to the CAO. Faculty members are responsible for the oversight of curricula with the development of course competencies and in the general assessment of courses and programs. Faculty are active in the development and implementation of the student global learning outcomes and in the assessment and analysis of data associated with these outcomes. Faculty carry out the annual program review and are responsible for modifying programs and courses as needed to maintain program outcomes. Faculty are expected to participate in teams and committees as needed as part of [shared governance](#). (3.C.1)

3P1.D. Ensuring the acquisition of sufficient numbers of staff

The College administration handles personnel changes and projections using needs analysis for administrative, staff, and/or faculty position, based on new hire needs, retirement projections for positions to be re-hired, and recommendations from faculty program reviews. Staffing needs are assessed annually at the time of budgeting process for the next year. The administrator over the support services evaluates the effectiveness of the services and determines if current needs are being met. If there is a deficiency in the service, then it is determined if it is a lack of training or lack of adequate staffing to provide the support service.

3P1.E. Tracking outcomes/measures utilizing appropriate tools

The HR Office tracks data related to the processes of recruiting and hiring. The most common tracking regards which method of job listing provides the most return on investment. Current practice is to allow 30 days between job listing and hiring. Paycom data tracking will become available after May 1, 2019. Other measures include retirement data and employee survey on hiring and training.

3R1 Results

Summary results of measures

Results from the [2017 Noel Levitz](#) College Employee Satisfaction Survey (NLCESS) indicated that employees were not as satisfied when compared to the importance in the following two questions. Survey indicates numbers completing the survey.

- This institution consistently follows clear processes for selecting new employees (GAP 1.11) (Peer GAP 1.23)
- This institution consistently follows clear processes for orienting and training new employees (GAP 2.27) (Peer GAP 1.34)

The [Communication survey](#) that was administered as a result of the comments received from the NLCESS indicated that many communication issues are the result of inadequate onboarding of new employees.

Comparison of results with internal targets and external benchmarks

Using the same two survey questions as above, when looking at the [2016 to 2018 NLCESS](#) comparison survey, the College improved satisfaction scores from 2.42 - 3.42 in the processes for selecting new employees, and from 2.01 - 2.66 in the processes for orienting and training new employees. Only the orienting and training processes showed a significant difference in the comparison report.

Interpretation of results and insights gained

Based on the NLCESS data, Cowley is not providing the orientation of new employees to the satisfaction level desired, although the hiring practices seem to be within the GAP range of other institutions. Discussions are occurring at the administrative level regarding improvement initiatives.

3I1 Improvements

This is an area that has gone through several changes in the last three years with the hiring of a new Human Resource Director. Data from internal surveys indicate that the College is not providing enough onboarding as it relates to Cowley Culture. As part of the improvement initiative, the [2018-2021 strategic plan](#) has goals and initiatives to address improvement in onboarding new employees. Under Priority 3, Valuing People, the following goal and initiatives were added.

Goal 3.2 Develop and maintain onboarding processes and training that increase employee confidence and competence

- SI 3.2a. Employee Onboarding. Cowley Connection: Creating a Successful Onboarding Experience.
- SI 3.2b Develop a process of providing for professional development of employees that meets the needs and growth interests of the College

The HR Office has recently implemented a new software system, Paycom, to better track of human resource processes related to hiring and training employees.

Sources

- 2015-2018 Strategic Plan (1)
- 20182019 Faculty Negotiation Letter
- 3B3Policy101Mission Statement and Commitments
- 3C2FacultyQualificationsPolicy
- 3C3ClassroomObservation
- 3C3Evaluation Policies
- 3C3FacultyWorkGroups
- 3C3OnlineObservation
- 3C3SelfEvaluation
- BUS Faculty Qulifications
- ccemployeehandbook
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- CEPInstructorQualifications
- Communication Survey Results
- Comparison Report 2016 to 2018 CESS_2018 021318
- Continued Education Plan Form
- Copy of Cowley College 2017 CESS_Comparison Report
- Copy of Cowley College 2017 CESS_Main Report
- Cowley College Accountability and Institutional Measures AIM
- cowleycollegestrategicplan2018 2021
- CTE Faculty Qualifications
- director position Mulvane
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- employee survey comments Core Value
- FACULTY CREDENTIAL EVALUATION-guide
- faculty qualifications spreadsheet snipit
- Hiring Procedure
- Hiring Qualified Faculty Form
- Individual Job Target Plan-Form
- MASTER AGREEMENT 20162017 FINAL
- mission vission values
- Mission Web Page
- MissonVisionPAIL Photo
- NEW FACULTY ORIENTATION 2018
- PD Day Sessions 09242018
- PERFORMANCE APPRAISAL FORM
- SharedGovDocRev
- Training Staff Development Policy
- Tuition Reimbursement for Fulltime classified staff policy

- VPA FacultyQualifications

3.2 - Evaluation and Recognition

Evaluation and Recognition focuses on the assessment and recognition of faculty, staff and administrators' contributions to the institution. The institution should provide evidence for Core Component 3.C. within this section.

3P2: PROCESSES

Describe the processes that assess and recognize faculty, staff and administrators' contributions to the institution. This includes, but is not limited to, descriptions of key processes for the following:

- Designing performance evaluation systems for all employees
- Soliciting input from and communicating expectations to faculty, staff and administrators
- Aligning the evaluation system with institutional objectives for both instructional and non-instructional programs and services
- Utilizing established institutional policies and procedures to regularly evaluate all faculty, staff and administrators (3.C.3)
- Establishing employee recognition, compensation and benefit systems to promote retention and high performance
- Promoting employee satisfaction and engagement
- Tracking outcomes/measures utilizing appropriate tools

3R2: RESULTS

What are the results for determining if evaluation processes assess employees' contributions to the institution? The results presented should be for the processes identified in 3P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

3I2: IMPROVEMENT

Based on 3R2, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

3P2.A. Designing performance evaluation systems for all employees

All full-time employees complete an [performance appraisal \(Policy 114\)](#), which combines the critical areas, evaluation and planning for improvement, in the same document. The employee evaluation system was revised three years ago to include a section on professional development goals and the College Core Values as categories for evaluation. The process for the design of the new system was facilitated by the human resource office with the goal of better alignment with the objectives of the College and with continuous improvement being a focus. All staff, directors and administrators follow the same procedure. The [President](#) uses an evaluation tool as determined by the Board of Trustees. The faculty evaluation system is outlined in the negotiated [Master Agreement](#) and is reviewed annually.

3P2.B. Soliciting input from and communicating expectations to faculty, staff and administrators

The process for employee performance appraisal is facilitated through the human resource office with expectations outlined in email communication. An email is sent to all supervisors with a copy of the form and a timeline for implementation. The supervisor then sends the form to employees in their area with directions for completion. Once employees complete their narrative sections, the form is returned to supervisors for their comments and appraisal. Then the employee and supervisor meet to discuss the form and establish goals before returning a signed form to the human resource office. Employees use their appraisal to guide performance for the next year. The HR office solicit input for any changes in the process or the form. All policies related to employee evaluations are in [policy](#) and posted on the Cowley website.

3P2.C. Aligning the evaluation system with institutional objectives

The current [Appraisal](#) system was intentionally aligned with institutional objectives by including the Cowley Core Values and a section on professional development goals. The faculty evaluation process is in the negotiated [master agreement](#) with the Cowley Education Association. It includes a process of developing [Job Targets](#), to outline the faculty annual goals and how the goals relate to the mission and vision of the College and to their program and specific courses being taught. Non faculty employees complete a goals section on the Employee Appraisal Form, which are then discussed at the annual appraisal meetings as part of the HR process.

3P2.D. Utilizing established institutional policies and procedures to regularly evaluate all faculty, staff and administrators (3.C.3)

To help maintain quality instruction, teaching staff are evaluated at intervals established by college policy and the [master agreement](#), and are documented in written form and reviewed with faculty. This procedure also occurs with [part-time faculty](#) regardless of the instructional modality. In 2014, the College started using the Maryland Quality Matters rubric to help in the review of [online courses](#). The [classroom observation form](#) is used for in-class observations of all faculty regardless of location with results reviewed with the faculty, and opportunity to respond to the comments made by the observer. These observations are used to help identify areas of improvement for job performance. Students evaluate faculty members at the conclusion of most courses according to policy.

Non-tenured faculty are evaluated every fall and spring semester for the first three years. Once tenured, they are evaluated one semester of the academic year for three years, then evaluated during one semester every three years. Non-tenured faculty who are scheduled for formal evaluation must do student evaluations on every class taught. Tenured faculty who are scheduled for formal evaluation must do student evaluations on each course taught (if more than one section of an individual course is being taught, only one section must be evaluated). Tenured faculty not scheduled for formal evaluation must complete at least two student evaluations during the academic year. Part-time instructors are evaluated using the same cycle as full-time instructors. An evaluation record and schedule is kept in the Academic Affairs office to determine when instructors were last evaluated and when they need to be evaluated again. (3.C.3)

Full-time staff and administrators are evaluated using the Employee [Performance Appraisal](#) process outlined above, are conducted annually and completed in March for final submission in April. Administrators will complete their appraisal with the President and the meet to discuss the goals for the coming year. [Policy 114](#) is the institutional policy that outline the appraisal process.

3P2.E. Establishing employee recognition, compensation and benefit systems to promote retention and high performance

Retaining employees is facilitated through providing a comparable salary and benefit package. The College engages employees through active participation on quality teams, committees, and activities. Setting expectations of the job through a clear job description and providing ongoing feedback to employees on their job performance helps in retention of qualified employees. This was established as a strategic initiative (SI) in the [2018-2021 strategic plan](#) under the priority of valuing people.

- Goal 3.3 Increase the culture of respect and appreciation among employees.
- SI 3.3a. Establish and maintain an effective and consistent employee recognition program.

Part of this SI included the development of the MORALE (Motivating Others by Respecting Accepting Listening and Empowering) team that was one of the last submitted AQIP action projects. This team is still active in planning special recognition events.

The College has annual celebrations for retirements and years of service, and supports several recognition awards that faculty and staff can receive based on select criteria, such as the Ben LeClair Staff Award, the Paul Stirnaman Award for Teaching Excellence and the Docking Faculty Achievement Award. If a recognition award is proposed, it goes through the HR office, to the Administrative Council for discussion of the criteria and award benefit.

The College has a great benefits package including a stipend for insurance, a pass to attend Cowley plays, athletic events, and other college functions. The insurance committee consisting of a cross-section of employees, meets annually to discuss ways to minimize insurance cost to employee.

3P2.F. Promoting employee satisfaction and engagement

The College strives to increase employee satisfaction. Beyond competitive salaries and benefits, employees can be involved in [shared governance](#) through committees and teams. As an AQIP institution, Cowley focuses on quality improvement and empowering employees to improve their work environment. In the 2016 and 2017 employee survey the employee satisfaction rating dropped below the target of 80%. After analyzes of employee comments on the survey, communication was identified as a concern. As a result, the College has developed a new goal to improve communication as a shared function and responsibility for all employees and a team was formed to specifically address communication with a current focus on setting up a new intranet site to help increase internal communication.

3P2.G. Tracking outcomes/measures utilizing appropriate tools

Outcomes are tracked through the employee survey (NLCESS) looking at satisfaction of employees. Other outcomes include employee turnover and employee awards given (year of service and special awards).

3R2 Results

Summary results of measures

The College uses the NLCESS. [The 2017](#) survey had sample size of 57 with the several areas following outside the normal standard deviation. The two that are related to this section are as follows.

- This institution consistently follows clear processes for orienting and training new employees (GAP 2.27)
- This institution consistently follows clear processes for recognizing employee achievements (GAP 1.89)

Number of awards for years of service (YOS) over the past three years include the following.

- 5 YOS - 27
- 10 YOS - 22
- 15 YOS - 10
- 20 YOS - 15
- 25 YOS - 4
- 30 YOS - 2

Comparison of results with internal targets and external benchmarks

The NLCESS uses a peer group analysis that shows a significant difference when compared to our peer group. There is also a difference based on trends from past employee satisfaction surveys. It is noted that the [2018 survey](#) made gains over the 2016 survey with the GAP scores of 1.72 and 1.08 respectively, although the goal is to have a GAP below 1.00.

Interpretation of results and insights gained

Cowley experienced a major change in administration and had undergone a migration to a new student information system. These two factors led to a change in college culture, as was indicated on the 2016 NLCESS. The 2017 survey did show a smaller gap in most categories.

A major insight gained was more focus needed on both training and employee recognition. This is one of the key reasons these were integrated in the new [strategic plan for 2018-2021](#) and teams have been assigned to these initiatives. Another major insight was the low number of employees completing the survey. Better management of the survey timeline from the Office of Institutional Effectiveness should help improve numbers for the next survey.

Improvements

Three current strategic initiative teams that are working on new goals in the area of valuing people.

Institutional Priority # 3 Valuing People: Cowley College is committed to the hiring, development, evaluation of faculty, staff and administrators and creating a culture of mutual respect, appreciation and support that recognizes and encourages all employees as they continuously increase personal and professional development.

Goal 3.1 Improve communication as a shared function & responsibility for all employees

- SI 3.1a Develop a process for increasing internal communications (AC)

Goal 3.2 Develop and maintain onboarding processes and training that increase employee confidence and competence

- SI 3.2a. Employee Onboarding. Cowley Connection: Creating a Successful Onboarding Experience.
- SI 3.2b Develop a process of providing for professional development of employees that meets the needs and growth interests of the College

Goal 3.3 Increase the culture of respect and appreciation among employees

- SI 3.3a. Establish and maintain an effective and consistent employee recognition program

These teams have only been active since the fall 2018 semester and have already made process improvements.

Sources

- 114 appraisal Policies

- 20172018 Master Agreement 20172018 final copy
- 279 adjunct observation Policies
- 3C3ClassroomObservation
- 3C3Evaluation Policies
- 3C3OnlineObservation
- 3C3SelfEvaluation
- Comparison Report 2016 to 2018 CESS_2018 021318
- Copy of Cowley College 2017 CESS_Comparison Report
- cowleycollegestrategicplan2018-2021
- employee survey comments Core Value
- groups inservice feb 2016
- Individual Job Target Plan-Form
- PERFORMANCE APPRAISAL FORM
- Selection and evaluation of president
- Selection process for board members
- SharedGovDocRev
- WAR word document

3.3 - Development

Development focuses on processes for continually training, educating and supporting employees to remain current in their methods and to contribute fully and effectively throughout their careers at the institution. The institution should provide evidence for Core Components 3.C. and 5.A. in this section.

3P3: PROCESSES

Describe the processes for training, educating and supporting the professional development of employees. This includes, but is not limited to, descriptions of key processes for the following:

- Providing and supporting regular professional development for all employees (3.C.4, 5.A.4)
- Ensuring that instructors are current in instructional content in their disciplines and pedagogical processes (3.C.4)
- Supporting student support staff members to increase their skills and knowledge in their areas of expertise (e.g. advising, financial aid, etc.) (3.C.6)
- Aligning employee professional development activities with institutional objectives
- Tracking outcomes/measures utilizing appropriate tools

3R3: RESULTS

What are the results for determining if employees are assisted and supported in their professional development? The results presented should be for the processes identified in 3P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

3I3: IMPROVEMENT

Based on 3R3, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

3P3.A. Providing and supporting regular professional development for all employees (3.C.4, 5.A.4)

The expectations of professional development for all employees is stated in the [Training/Staff Development Policy 115](#). To help meet these expectations, the College schedules in-service

days and training twice a year that are coordinated by the Professional Development Action Project Team. This project was made a strategic initiative in the [2018-2021 Strategic Plan](#) and outlines a process for identifying training needs and scheduling the [Professional Development \(PD\)](#) days held in the fall and in the spring. All employees have input into the PD offerings and the committee determine the schedule for the day. The team also maintains the [PD web information](#) that is available on the Cowley website. (5.A.4)

The College allocates funds to support professional develop for faculty and [staff](#). Faculty have a process to request funds for professional development expenses including professional membership dues, travel and registration for conferences, and bringing in trainers for key areas. This is outlined in the negotiated [master agreement](#) and in the [procedures for college travel](#). (3.C.4)

Instructors are accessible to students and responsive to student needs. Instructors are required by the negotiated agreement to post office hours on campus and in the course syllabus to indicate the times they are available to meet with students. Each instructor has a Cowley email address listed on the course syllabus and in the employee directory. (3.C.5)

3P3.B. Ensuring that instructors are current in instructional content in their disciplines and pedagogical processes (3.C.4)

The College has processes and resources for assuring that instructors remain current in their discipline. Faculty members are asked to complete 16 hours of professional development annually, and the College has a professional development fund to provide financial support for workshops, conferences, memberships in professional organizations and professional publications. Where appropriate, Perkins funds and grants are used for professional development and for conference participation. Faculty are encouraged to seek additional education and can receive financial reimbursement for course work, with the hours used for movement on the pay scale. Instructors fill out an [improvement plan](#) as part of their annual performance appraisal that identifies professional development needs of the faculty member. The [faculty appraisal summary](#) and [evaluation](#) forms include Professional Growth as part of the faculty evaluation process.

The College brings presenters on campus to meet with faculty on key areas of interest to instructors during the [PD days](#), and provides resources like Blackboard and Quality Matters webinars. A more recent focus on [Accessibility](#) has led to more faculty training in this area. (3.C.4)

3P3.C. Supporting student support staff members to increase their skills and knowledge in their areas of expertise (3.C.6)

Student support services include areas of advising, tutoring, financial aid, and oversight of co-curricular activities. Faculty member and full-time college employees can be an academic advisor. Advisors have to apply, be accepted, and attend [advisor training](#) before they are assigned advisees. Advisors are informed of program changes, transfer information, and general process updates through [emails](#). They attend short training sessions throughout the

semester including [transfer informational sessions](#), Student Information Systems (SIS) training, and other training as announced throughout the year. Student Services Enrollment Specialists have duties beyond academic advising. These employees are trained on financial aid, bursar procedures, transcript procedures, and customer services. They are encouraged to attend Kansas Association Collegiate Registrars and Admissions Officers (KACRAO), which includes a state conference where process improvement for enrollment management is discussed. Areas that work extensively in the SIS attend the annual Jenzabar conference. Library staff attend SE Kansas Library meeting groups arranged throughout the year and hosted by participating colleges. The director also attends workshops hosted by Kansas Library Association. (3.C.6)

3P3.D. Aligning employee professional development activities with institutional objectives

The College considers several factors when designing professional development activities. In the process of determining training needs, the College first looks at the minimum expectations required by federal, state, and local agencies. The professional development goals and the department goals as determined through the [Performance Appraisals](#) and Departmental Program Review are also used to help determine training needs. The College plans training according to these goals that align with the overall organization goals and mission. In addition, a current strategic initiative team is looking at the needs of faculty development and staff training. This team has surveyed employees to determine training needs and is [developing training activities](#) that will be available during the two all-college professional development days. A [survey](#) is administered after the PD day to assess the relevancy of the offerings.

The Paycom HR software allows Supervisors to select and assign appropriate training for the employees based on short and long-range plans of the College and allow employees to identify training needs on select topics.

The College provides in-house training for employees. Training can be College-wide, and specific to the overall goals of the College (ex. [emergency response plan](#), [harassment](#), FERPA, CPR/First Aid) or can be specific to a department's needs (ex. Blood borne Pathogens, Heat Safety, Faculty training). Employees are encouraged to attend multiple seminars, workshops, and conferences to enhance their knowledge within their specific field. The Learning Management System, LMS, is a useful tool in providing training and communication to employee work groups; for example, each academic department has a designated site in the LMS that used for departmental communication and for posting documents and training needed throughout the semester.

The College provides a budget for [professional development](#) for all employees. Employees are able to continue their education by attending programs and classes and receive [tuition reimbursement](#); the College also budgets for additional conferences and training in the employees' work area. Faculty are encouraged to attend discipline specific training to stay current in their profession, as well as training on teaching applications and software application. Professional development is included in both the [faculty appraisal](#) and [employee appraisal processes](#).

3P3.E. Tracking outcomes/measures utilizing appropriate tools

The College provides a pool of money for professional development and tracks spending in this account relative to use. After the all-college professional development days, a survey is given to employees to assess the usefulness of the sessions provided and the structure of the day. Tracking of measures also occurs through the Noel-Levitz College Employee Satisfaction Survey (NLCESS) with questions related to employees having adequate training and professional development opportunities.

3R3 Results

Summary results of measures

The PD committee provides a [post-survey](#) to all employees after the fall and spring in-service days to assess the perceived usefulness of the topics and presentations, length of sessions and even the quality of the food provided. These are then used to help plan the next meetings.

The [College awards dollars](#) for PD each year in accordance with the CEA [master agreement](#). These are tracked through the academic office and a report provided to the faculty association each year.

The NLCESS is administered to all employees and is used to assess satisfaction in several key areas. The two relevant questions to this section are given, along with the GAP score for the 2017 survey.

- I have adequate opportunities for training to improve my skills (GAP 1.29)
- I have adequate opportunities for professional development (GAP 1.18)

The [2017 survey \(n=57\)](#) shows Cowley GAP at 1.29 and 1.18, with no significant difference compared to the GAP peer comparison. The [2016-2018](#) (n=131 and n=94) comparison report shows a decrease in GAP from 1.49 to 0.91 for question one, and a decrease of 1.37 to 0.77 for question two. The satisfaction increased over the three year time (2016-2018) from 2.89 to 3.39 and from 2.98 to 3.44.

Comparison of results with internal targets and external benchmarks

The NLCESS gives trend data and comparative data. When compared to our peer group in the 2017 report, there was no significant difference between Cowley GAP scores and the peer GAP scores in the two questions related to professional development. Cowley sets a desired GAP score of less than 1.00, which was obtained in the 2018 survey (0.91 and 0.77 respectively). With the PD strategic initiative, it is the desire to improve satisfaction and to lower the GAP score to below 0.50.

Cowley funding of professional development has been consistently aligned with policies and with the negotiated master agreement. The PD team uses satisfaction indicators when determining the structure and offerings of the PD day.

Interpretation of results and insights gained

The College will continue to provide funding at the required amount as indicated in the master agreement. This amount is actually exceeded each year, although the amount is difficult to track because each department budgets for some travel dollars to use for professional development. The NLCESS provides useful information and was a data source used in making professional development one of the [strategic initiatives](#) in the new Strategic Plan.

3I3 Improvements

Based on feedback from faculty the College is exploring better ways to allocated the funds set aside for professional development. A team of faculty was established in the spring of 2018 to review the processes related to faculty PD funds. This is currently being discussed through the faculty association negotiation process.

The College has a professional development initiative in the 2018-2021 strategic planning document. The team working on this initiative has outlined and implemented the new process during the 2018-2019 academic year. The team is evaluating the new process and focusing on planning the next fall PD day for the college.

Goal 3.3 Develop and maintain onboarding processes and training that increase employee confidence and competence.

- SI 3.3b Develop a process of providing for professional development of faculty that meets the needs and growth interests of the College and its employees.
- SI 3.3c. Develop a process of providing for professional development of staff that meets the needs and growth interests of the College and its employees.

To address guidelines on accessibility, the college has a strategic initiative to help develop processes in this area. The team working on this initiative have set a timeline for revising the documents and media that are uploaded in the Blackboard LMS and for training of faculty to facilitate this new requirement, the College is using a program called Ally, that is embedded in the LMS.

The human resource office is working on processes in conjunction with the new software, Paycom. This tool has the ability to track professional development specific to an area. When the SI team on Internal Communications analyzed the communications survey, many employees felt that a more in-depth on-boarding process would benefit the employees. This new process will start as new employees are hired and will occur monthly.

Sources

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- Endowed Chair Award and Selection Process
- FACULTY APPRAISAL REPORT SUMMARY 2018-2019
- Fall 2017 PD Day
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- Individual Job Target Plan-Form
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- PERFORMANCE APPRAISAL FORM
- Professional Activities Policy
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- travel procedures
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- web info on Employee Appraisal
- Web info on PD
- WSU luncheon CowleyInvite

4 - Planning and Leading

4.1 - Mission and Vision

Mission and Vision focuses on how the institution develops, communicates and reviews its mission and vision. The institution should provide evidence for Core Components 1.A., 1.B. and 1.D. within this section.

4P1: PROCESSES

Describe the processes for developing, communicating and reviewing the institution's mission, vision and values, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Developing, deploying, and reviewing the institution's mission, vision and values (1.A.1, 1.D.2, 1.D.3)
- Ensuring that institutional actions reflect a commitment to its values
- Communicating the mission, vision and values (1.B.1, 1.B.2, 1.B.3)
- Ensuring that academic programs and services are consistent with the institution's mission (1.A.2)
- Allocating resources to advance the institutions mission and vision, while upholding the institution's values (1.D.1, 1.A.3)
- Tracking outcomes/measures utilizing appropriate tools (e.g. brand studies, focus groups, community forums/studies and employee satisfaction surveys)

4R1: RESULTS

What are the results for developing, communicating and reviewing the institution's mission, vision and values? The results presented should be for the processes identified in 4P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

4I1: IMPROVEMENT

Based on 4R1, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

4P1.A. Developing, deploying, and reviewing the institution's mission, vision and values (1.A.1, 1.D.2, 1.D.3)

The Mission, Vision and Core Values of the College are guiding forces for institutional action projects (strategic initiatives), individual job targets, departmental goals, and in planning by the Administrative Council and the Board of Trustees. The [Mission is reviewed](#) as part of the Strategic Planning Process by the Administrative Council and the Board. (1.A.1) The last update to the Mission occurred during the fall of 2015 at an all-college in-service activity and with the HLC steering committee and then approved by the [BOT at the August 2015](#) meeting. These discussions led to the [modification of the mission](#) statement and the crafting of a new vision statement to include verbiage on the relevance of a two-year college. The four core values, originally crafted in 2005, were also reviewed but not changed. These [core values](#) are communicated through the website, publications, and to new employees during new employee training.

The majority of funds are allocated to instruction and instructional support, demonstrating that the role of education takes primacy over other purposes. Learning excellence is the central theme of the mission of the College. According to calculations from the annual financial reports, 38% of the budget went toward instruction and [academic support in FY2018](#). Students needs and wants often influence offerings. During the past five years, the number of developmental students enrolled at the College has increased. The College has devoted fiscal and human resources such as faculty and professional development to develop alternative methods of delivery, competency-based learning, and computer-aided instruction to increase student success and promote student retention. (1.D.2)

Instruction is the primary function of the College but external constituencies have needs beyond the classroom. The College has defined the role of Community Education as fostering development of the community through public service programs and partnerships with [business and industry](#). [Goal number ten](#) listed in the [AIM](#) (Accountability and Institutional Measures) document is Community Service and Partnerships and Satisfaction of Stakeholders. An annual [Strategic Planning Survey](#) is administered to all stakeholders and is used, along with Advisory Council Surveys, to determine community needs. Community involvement is facilitated through business training, cultural arts events, athletic events, and community involvement of student groups. When the College is approached about new ventures, the Mission and Vision serves as a guide regarding its role in the community. Cowley strives to be both responsive and responsible to its stakeholders. When the College expanded services to Sumner County, focus groups of community members were used to help determine offerings at the new campus location. Surveys were administered to [local high school students](#), as well as [community partners](#) to focus efforts on what should be offered for both community and workforce needs. (1.D.3)

4P1.B. Ensuring that institutional actions reflect a commitment to its values

The Core Values of the College serve as a guide and have been added to the [employee performance appraisal form](#) to document how employees uphold these values, and to the

interview questions for hiring employees. Core values were considered when reviewing the employee satisfaction survey with the following questions.

- The mission, purpose, and values of this institution are well understood by most employees
- Most employees are generally supportive of the mission, purpose, and values of this institution
- The goals and objectives of this institution are consistent with its mission and values

To further reinforce the commitment to core values, the College has recently redesigned its crest on the certificates and diplomas to include the core values emblem.

4P1.C Communicating the mission, vision and values (1.B.1, 1.B.2, 1.B.3)

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, [Employee Handbook](#), [Board of Trustees Handbook](#), Strategic Planning Report and the Alumni Report as well as [posted in each building](#). (1.B.1) The published mission of the College is accompanied by a Vision, Core Values, and Strategic Theme. These work together to explain the extension of the mission to the areas of the College as stated in the strategic theme: With integrity and passion, Cowley College advances its mission and vision by supporting the attainment and demonstration of life skills in the areas of critical thinking and problem solving, communications, citizenship, computation, and technology. (1.B.2) Cowley is an open access institution providing opportunities for individual growth, academic growth, developing life skills, and personal enrichment. The Mission, Vision and Values address the role of the College in public service and partnerships with business and industry and the community. (1.B.3)

4P1.D. Ensuring that academic programs and services are consistent with the institution's mission (1.A.2)

The College focuses on the Mission and Vision statements during reviewing and revising procedures related to academic programs, support services and enrollment processes. When new programs are proposed, a primary criterion for implementation is how the program will support the Mission of the College. The College Mission and Vision statements are a clear reflection of the intent of the institution. "Champion the relevance of two-year colleges in higher education through holistic learning and workforce development opportunities". The two-year aspect of Cowley is an important factor. Many [degrees and certificates](#) can be obtained during this period of time, and the transfer coursework for transfer to the four-year colleges is high. All programs of study and courses are designed and approved to satisfy transfer or workforce needs. When the Academic Affairs Council reviews courses and programs, criteria for approval include transferability and relevancy. When the new program is sent to the State for approval, a document is drafted, called a CA1 or CA2, that includes information on the internal approval process and program relevancy. (1.A.2)

The mission states, "Cowley College is committed to providing opportunities for learning excellence, personal achievement, and community engagement". The College provides

community offerings in areas of enrichment, like classes in genealogy, computers, health and wellness and has redefined the duties of the AVP of B&I (Business and Industry) to be the AVP of WCE (Workforce and Community Education). This expanded scope provides a contact for community engagement efforts.

4P1.E. Allocating resources to advance the institution's mission and vision, while upholding the institution's values (1.D.1, 1.A.3)

The Board of Trustees represents local taxpayers and focuses action on the good of the public. Fiscal soundness and good use of taxpayer's dollars are included in ways the College serves the public. During the budget development process, a [Budget Timeline](#) is shared with administrators who oversee the budgets for the major departments of the college. The administrators examine budget needs and prioritize based on the College Mission and Vision. To help focus on the Core Value of people, funds are set aside in designated accounts to support professional development of faculty and staff, along with tuition reimbursement ([handbook p. 31](#)) for those who are working on strengthening their credentials. These funds are negotiated with the faculty association and are included in the Master Agreement. (1.D.1)

The Strategic Planning Process focuses on the Mission in determining the direction of the College. As part of the [Strategic Planning Process](#), annual goals are prioritized by the administrative council and the Board of Trustees based on the support of the Mission, along with budgetary needs. There are currently 24 strategic initiatives with a team assigned to each of these initiatives. Teams are asked during the [budget process](#) to submit any monetary needs to the chair of the Strategic Leadership Team (SLT) so that these expenses are included in the budget for the coming year. These initiatives are directly tied to the Mission and Vision of the college. (1.A.3)

4P1.F. Tracking outcomes/measures utilizing appropriate tools

The College uses several tools to track outcomes in this area. External stakeholder needs and satisfaction are tracked through a Strategic Planning Survey that is developed through the administrative council and the SLT and administered during the beginning of a new three-year planning cycle. Advisory Councils are surveyed annually, along with employers of technical program completers. Internal stakeholder outcomes are tracked through [Work Group Analysis Reports](#) (WAR), which are completed as a work group nonacademic program review process so that goals from these areas can be addressed in the planning process. An employee satisfaction survey and student satisfaction surveys are used, along with academic program review. Informal tracking occurs through feedback from the local workforce development groups, chambers of commerce and community events.

4R1 Results

Summary results of measures

As indicated on the most recent 2017 [employee survey \(NLCESS\)](#), completed by 57 employees, when asked to rate how important and how satisfied they were on questions related to mission,

purpose and values, the Cowley GAP scores showed no significant difference when compared to the comparison group and the mean for the following questions.

- The mission, purpose, and values of this institution are well understood by most employees
- Most employees are generally supportive of the mission, purpose, and values of this institution

When asked to rate the importance and satisfaction for the question “The goals and objectives of this institution are consistent with its mission and values”, there was a significant difference when compared with the comparison group and the GAP score was at 1.33.

The [2016 Stakeholder Survey](#) was completed by 95 stakeholders. The results included the following results in how the college measures success in this area.

- Cowley has an engaging community presence – 75% agree and strongly agree
- Cowley employees are active in the community – 68% agree and strongly agree
- Cowley makes a positive impact on the community it serves – 84% agree and strongly agree
- Cowley expects ethical behavior of students and employees – 79% agree and strongly agree
- Cowley makes student learning a priority - 76% agree and strongly agree
- Cowley partners well with areas of industry and business – 50% agree and strongly agree

[FY 2014-2018 amount on instruction](#) document shows the percent of resources spent on education. In each year, instructional costs are the single largest expense.

Comparison of results with internal targets and external benchmarks

As indicated in the employee survey (NLCESS) both internal GAP analysis and external GAP analysis are used in the determination of a significant difference. This is a helpful approach to analyze data and determine which items commonly have a large GAP score. Trend data is also used in comparison reports. The comparison report from the [2016 and 2018 survey](#) shows a larger GAP score on several items.

Interpretation of results and insights gained

Results of the stakeholder survey indicated the College did not meet the target for needs of local business and industry. For three years, the AVP of B&I was also serving as the department chair of the Career and Technical Education department. The dual capacity hampered serving the local community so the role of the AVP was split to allow more time making workforce connections and assessing needs.

The GAP scores and comments from the 2016 survey were analyzed by a small team of employees. The [comments were categorized](#) based on the four Core Values, People, Accountability, Integrity and Leadership, to see which values the College was not

upholding. The main areas of concern were in valuing people. These categorized ratings were then shared with all employees, discussed at the administrative level, and used in the strategic planning process.

4I1: Improvement

Based on results of the employee survey, the administration realized that most employees were not aware of how decisions were made or what information was used in making decisions. During the planning of the 2018-2021 strategic plan, there was a more intentional focus on referring to the Mission, Vision and Values during the drafting of the new strategic initiatives. The President has included more information in his Tiger Talks on decisions and the relationship to the Mission of the College.

Sources

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- Comparison Report 2016 to 2018 CESS_2018 021318
- Copy of Cowley College 2017 CESS_Comparison Report
- Cowley College Accountability and Institutional Measures AIM
- CQR 2016 ppt
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- employee survey comments Core Value
- February 10 2018 Board Retreat Minutes
- Goal Measure 10 community service
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- PD Day Sessions 09242018
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- Strategic Planning Process Map - Rev 2017
- Sumner Survey Results Report May 2018
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- Viewbook 2018 19 web
- Workforce
- workgroup analysis report

4.2 - Strategic Planning

Strategic Planning focuses on how the institution achieves its mission and vision. The institution should provide evidence for Core Components 5.B. and 5.C. in this section.

4P2: PROCESSES

Describe the processes for communicating, planning, implementing and reviewing the institution's plans and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Engaging internal and external stakeholders in strategic planning (5.C.3)
- Aligning operations with the institution's mission, vision and values (5.C.2)
- Aligning efforts across departments, divisions and colleges for optimum effectiveness and efficiency (5.B.3)
- Capitalizing on opportunities and institutional strengths and countering the impact of institutional weaknesses and potential threats (5.C.4, 5.C.5)
- Creating and implementing strategies and action plans that maximize current resources and meet future needs (5.C.1, 5.C.4)
- Tracking outcomes/measures utilizing appropriate tools (e.g. achievement of goals and/or satisfaction with process)

4R2: RESULTS

What are the results for communicating, planning, implementing and reviewing the institution's operational plans? The results presented should be for the processes identified in 4P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

4I2: IMPROVEMENT

Based on 4R2, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

4P2.A. Engaging internal and external stakeholders in strategic planning (5.C.3)

The annual Strategic Planning Process integrates information from internal and external stakeholders in setting strategic goals. As part of this process, the following data sources are used

to establish the institutional strategic plan: Noel-Levitz Employee Survey; Stakeholder Survey; Advisory Committee/Council Reports; Tell it to the President Reporting and other student complaints process reports; Academic Department Program Reviews; Graduation and Completion Rates; DFW Rates; Retention Rates; Anecdotal Discussions with all Stakeholders; Employer Survey; Labor Market Reports; National Community College Benchmarking Project (NCCBP); Institutional (AIM) Quantitative Trend Data; and Employee Job Targets. The strategic planning process is guided by a [process map](#). This map illustrates the process timeline and the major sources of information used in planning. Stakeholder and employee input are gathered in the fall semester using the Advisory Council Survey and [Community Stakeholder Survey](#) as key external inputs, and Employee Survey, [Workgroup Analysis Reports](#) and engagement through [inservice focus groups](#) as key internal inputs. (5.C.3)

4P2.B. Aligning operations with the institution's mission, vision and values (5.C.2)

The strategic planning map and timeline were developed as a result of the 2014 strategy forum. The strategy forum team outlined the process to align it with the budget and other key process. Using the [strategic planning process map](#) as a timeline, the team focuses on the Mission, Vision and Values throughout the process. This process is shared with the Board, including the [strategic plan followup](#) reports. The Vice President of Finance and Administration sends a [budget timeline](#) that includes a focus on the Mission and Vision of the College to align the budget process with planning. (5.C.2)

4P2.C. Aligning efforts across departments, divisions and colleges (5.B.3)

All employees of the College are involved in setting the direction of planning. Employees are asked to submit an [Improvement Plan](#) as part of the annual appraisal or faculty [Job Target](#) form that asks the employee to identify and develop individual specific improvement goals for the coming year that relate to the Mission and Vision of the institution. These goals are integrated into department goals, if applicable. Appropriate administrators approve necessary funds for these goals and annually review and document progress of these goals with their employees.

As an AQIP institution, another form of shared governance is through AQIP Action Project teams. Action Project teams focus on processes and make suggestions for process improvements. Cowley has restructured the previous AQIP Steering Committee to include a broader group of employees called the [Strategic Leadership Team](#) (SLT). [Current action projects](#), along with the Kansas Board of Regents Performance Agreements (KBOR PA) and institutional goals, have all been aligned under the SLT. Aligning College policies is facilitated through the Administrative Council (AC). Academic affairs policy and procedures align closely with those of student affairs and business affairs and all policy and procedure changes have to be approved through AC to ensure that all areas are aware of any changes and the potential impact. (5.B.3)

It is the responsibility of the President to organize the staff and services of the College to provide for responsible administration, effective instruction, curricular and extra-curricular programs sensitive to the needs of the student body, and proper communication among the various entities of the College and the community it serves according to Policy 102, Organization and [Policy 108](#) outlines the expectations of the three major areas (academics affairs, student affairs and

business services) in setting policy. This is accomplished through structured teams and [committees](#), consisting of internal and external stakeholders. Faculty expectations are further defined in the negotiated [Master Agreement](#) and through the [shared governance document](#). (5.B.3)

4P2.D. Capitalizing on opportunities and institutional strengths and countering the impact of institutional weaknesses and potential threats (5.C.4, 5.C.5)

Cowley College has been proactive in these difficult economic times by maintaining a Cash Carryover fund that is able to sustain the institution if expenses should exceed revenue. The amount of State financial support for higher education is fluid during each planning cycle. Additional revenue sources are pursued through local partnerships, non-credit classes for community members, and Business & Industry training. This information is shared with the Board of [Trustees Finance subcommittee](#) and contained in the [end of year financial reports](#).(5.C.4)

Cowley is a community college, serving the community as a primary focus. One goal is maintaining steady enrollment numbers. The College serves a student population of both traditional and non-traditional students. Economic issues have led to more opportunities for outreach and has put more focus on alternative methods of instructional delivery, such as online, hybrid and interactive distance learning courses. Most recently, instructors have moved toward live streaming using conferencing software (ZOOM) to link class locations. The College maintains an enrollment and classroom site in a metropolitan area outside of the College service area that provides support services to students, along with core class offerings. The College looks at the Global demand for key technical areas, such as the Paramedic program, Mechatronics, and the Non Destructive Testing program, to determine how to provide access to other geographical areas. Additionally, the development of new programs such as flour milling technician, computer software and security, and agriculture have been added based on constituents needs. Cowley recently opened a new facility in a neighboring Sumner County. As part of this process, [surveys](#) were administered to Sumner County stakeholders to assess community needs and the results determined program offerings. (5.C.5)

4P2.E. Creating and implementing strategies and action plans (5.C.1, 5.C.4)

The College maximizes current resources, maintains fiscally responsible and effective operations, and explores other opportunities to best meet all stakeholder needs. All decisions are based on the question: How does this action affect learning excellence, personal achievement, and community engagement as stated in the [Strategic Planning Process](#)? (5.C.1)

In the planning process, stakeholder feedback is collected and then the SLT discusses and prioritizes the information. This information is used to develop goals and strategic initiatives for the [three-year strategic plan](#). During the development of these goals, budget and funding needs are discussed and goals prioritized based on potential revenue, projected enrollment and other economic issues. To address the financial needs of the institution, Cowley has focused on strengthening the Cowley College Foundation and Alumni Association. The [fundraising](#) and

support from this area have been instrumental in increasing scholarship opportunities and funding new initiatives, such as equipment for the new Sumner location. (5.C.4)

4P2.F. Tracking outcomes/measures utilizing appropriate tools

The tracking of progress toward the strategic plan goals and initiatives is done through Microsoft Office 365 One Drive. Each Strategic Initiative (SI) team has an identified chair and champion responsible for calling the meetings, setting goals, and using the reporting and tracking tools. The SLT chair or designee is responsible for completing an annual progress report on each SI. Reports are provided during SLT meetings that occur at the beginning and end of each semester. Each team has developed measures based on the SI goals and they report the data using the One Drive file. An [annual report](#) is compiled containing the status of each Strategic Initiative. A final [report](#) is compiled at the conclusion of the planning cycle.

The College also tracks information from the employee survey (NLCESS) and examines specific sections addressing institutional planning. Support of donors through the Cowley Foundation is tracked, along with scholarships started and dollars awarded.

4R2 Results

Summary results of measures

Due to the nature of the strategic initiatives, external benchmarks are not readily available for each one. The College looks at measures for each initiative, as well as measures of the completion of the strategic plan. The [annual report](#) that is submitted by SLT shows the progress of the individual Strategic Initiatives at the end of the year and the Strategic Planning [final report](#) for the 2015-2018 show the status of each of the initiatives. Some initiatives made little progress and were either redirected to a new focus or reassigned a new team with new goals. It is also noted that in some cases, items that were a priority in 2015 were not a priority in subsequent years. This final report is linked on the website, was shared during the all college in-service and was shared with the College Board of Trustees at the March 2019 Board retreat.

The Kansas Board of Regents Performance Agreements (KBOR PA) are also embedded in the strategic plan. These are reported on annually to KBOR and the college has to meet four of the six benchmarks that were established when the agreements were made. The results from the [2015](#) and [2017](#) reports indicate the Cowley has achieved this goal.

The [advisory council survey](#) results for 2016 - 2019 are shown, with an all-department sample size of 69, 70, and 55. This survey provides information on how the college is doing in several key areas of engaging stakeholders.

- Program representatives request my input.
- Advisory committee recommendations or suggestions are implemented.
- The program curriculum is relevant in today's industry.
- The program is meeting the needs of the community.

Results in this area show an approval rating above the 80% target. These key areas, indicating that stakeholders feel that their input is used.

The NLCESS has three questions that apply to strategic planning.

- This institution plans carefully
- The goals and objectives of this institution are consistent with its mission and values
- This institution makes sufficient budgetary resources available to achieve important objectives

Results from the [2016-2018 comparison report](#) indicate that all three have a lower GAP when compared to the 2016 (n=132) survey and all increased in satisfaction compared to the 2018 survey (n=94).

External funding from the Cowley Foundation is tracked through the Vice President of Institutional Advancement. [Goal Measure 13 from the AIM](#) document shows the net change in endowment assets at 10% for 2018, up from 6% from 2017, and total Endowment support increasing for the last two years. The number of Endowed Scholarships was also above the three-year trend target, although the total number of dollars awarded to students was down from the previous year.

Comparison of results with internal targets and external benchmarks

The KBOR PA have established benchmarks that were developed using three-year trend data from the College. Cowley has reached the required 4 of 6 benchmarks each year. Although it appears that in 2017, the College did not meet a benchmark that was set for increasing the number of certificates and degrees awarded. This was due to the benchmark being set as a raw number when enrollment was increasing. However, if you look at percentage of students instead of raw number, the College met this benchmark. Due to the varied nature of the PA, external benchmarks are not used, unless determined by KBOR.

The College uses external benchmarks when examining the NLCESS responses related to setting goals and planning and, in particular, the responses to “This institution involves its employees in planning for the future”. The results of the 2018 survey showed a slight improvement compared to the 2016 survey results. and when compared to the external benchmark of the comparison group, there is a significant difference in the GAP score.

The Foundation giving report uses three-year averages as trend data for an internal target.

Interpretation of results and insights gained

Based on data collected through the employee survey and members of the SI teams, most employees still did not understand their role in strategic planning. During this second cycle of the strategic planning process planning for the 2018-2021 Strategic Plan, the Strategic Leadership Team, HLC Steering Committee and administrative team made concerted efforts to connect the in-service activities to part of the planning process. This occurred in both the fall 2017 and

spring 2018 in-service days. The insight gained from these planning steps was shared with all employees during these days. The expectation was employees would see a clearer connection between their input and the strategic plan.

The Foundation support for scholarships had taken a decline in the past year. This was discussed with the Scholarship Coordinator, who indicated that changes in the website and the Student Information System (SIS) change had an affect on the scholarship application page. Scholarship dollars were available but not awarded, due to either low applications or students not being qualified for selected Foundation scholarships.

4I2 Improvements

The College has already implemented changes in the strategic planning process to make it more clear to internal stakeholders. There is also a decline in the collection and compilation of the advisory council surveys, mainly due to a turnover in both department chairs and in the institutional effectiveness office, where the data was collected in prior years. The survey will be revised and the process communicated to the departments. The Foundation is making changes to the alumni database, using a new software called Raiser's Edge. The goal is to increase communication and ultimately assist in fundraising and scholarship donations.

Sources

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- 20182019 Prop Rev for Fin Sub Com
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- advisory survey all questions
- Appraisal Report Summary O
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- Communication Survey Results
- Comparison Report 2016 to 2018 CESS_2018 021318
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- Cowley Action Team
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- Goal Measure 13 Foundation support
- goal summary for BOT
- groups inservice feb 2016
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- Individual Job Target Plan-Form
- PERFORMANCE APPRAISAL FORM
- Policie board 103
- Service area policy 108
- SharedGovDocRev
- Strategic Plan final update 2015-2018
- Strategic Planning Process Map - Rev 2017
- Strategic Planning2016Report
- Sumner Survey Results Report May 2018
- workgroup analysis report

4.3 - Leadership

Leadership focuses on governance and leadership of the institution. The institution should provide evidence for Core Components 2.C. and 5.B. in this section.

4P3: PROCESSES

Describe the processes for ensuring sound and effective leadership of the institution, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Establishing appropriate relationship between the institution and its governing board to support leadership and governance (2.C.4)
- Establishing oversight responsibilities and policies of the governing board (2.C.3, 5.B.1, 5.B.2)
- Maintaining board oversight, while delegating management responsibilities to administrators and academic matters to faculty (2.C.4)
- Ensuring open communication between and among all colleges, divisions and departments
- Collaborating across all units to ensure the maintenance of high academic standards (5.B.3)
- Providing effective leadership to all institutional stakeholders (2.C.1, 2.C.2)
- Developing leaders at all levels within the institution
- Ensuring the institution's ability to act in accordance with its mission and vision (2.C.3)
- Tracking outcomes/measures utilizing appropriate tools

4R3: RESULTS

What are the results for ensuring long-term effective leadership of the institution? The results presented should be for the processes identified in 4P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

4I3: IMPROVEMENT

Based on 4R3, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

4P3.A. Establishing appropriate relationship between the institution and its governing board (2.C.4)

State statutes outline many of the expectations and requirements for academic leaders and Board of Trustee members, and college policy expands on the role of the [governing board](#). According to [Policy 103](#), Board of Control, the Board of Trustees of Cowley County Community College is by law the corporate body with authority for organizing, controlling, policy making, and the levying of taxes to support the institution. The primary responsibilities of the Board of Trustees are to [appoint the President of the College](#), provide guidelines for the operation of the institution, and evaluate the effectiveness of the institution in fulfilling its mission. Trustees have the authorities granted by law only when acting as a Board legally in session.

Day-to-day management of the institution is the responsibility of the administration, led by the President. According to [College Policy 104](#), Executive Officer, the President is the executive officer of the Board of Trustees charged with the responsibility for the development, implementation, and evaluation of the total operation of the College according to statutes of the State of Kansas and the policies established by the Board of Trustees. [Policy108, Service Area Councils](#), states that service area councils are utilized to develop programs, policies, and procedures to be considered by the President in making recommendations to the Board of Trustees. (2.C.4)

4P3.B. Establishing oversight responsibilities and policies of the governing board (2.C.3, 5.B.1, 5.B.2)

The College has policies and procedures to help establish oversight. A potential conflict of interest arises whenever a person is identified as having a direct or indirect financial interest with the College. [College Policy 137](#), Conflict of Interest, defines potential conflicts and gives direction on how to proceed. It is the responsibility of the President to organize the staff and services of the College.(2.C.3)

The Administrative Council has the ability to make decisions and provide substantial input; however, the President has the final responsibility in decisions regarding the College. The Board of Trustees is informed of institutional policies and practices through [monthly reports](#) during the BOT meetings. These reports cover key areas of Academic Affairs, Business Services, Student Services, Institutional Advancement, Institutional Effectiveness and Information Technology. In addition, employees are invited to showcase their area during the monthly meetings as a way of keeping the Board informed of recent events. (5.B.1) The Board provides oversight for approval of policies relating to College operations as described in [Policy 103](#), Board of Control. (5.B.2)

4P3.C. Maintaining board oversight, while delegating management responsibilities to administrators and academic matters to faculty (2.C.4)

As stated in [Policy 108](#), the Academic Affairs Council has been established to provide advice and assistance to the President and the Chief Academic Officer in the development of policies relating to faculty affairs. The policy also directs the development of a Student Affairs Council

and a Business Services Council for the purpose of providing advice to the President and administration.

Academic matters are directed to the faculty for items such as curriculum development ([Policy 205](#)), selection of instructional materials ([Policy 207](#)), and assignment of grades ([Policy 262](#)). If an item is identified as needing Board approval, such as new courses and curriculum, it goes from the department level, to the Academic Affairs Council, then to the Administrative Council, before being taken to the Board of Trustees for approval. (2.C.4)

4P3.D. Ensuring open communication between and among all colleges, divisions and departments

It is the responsibility of the President to organize the staff and services of the College to provide for responsible administration, effective instruction, curricular and extra-curricular programs sensitive to the needs of the student body, and proper communication among the various entities of the College and the community it serves according to Policy 102, Organization. This is accomplished through structured teams and [committees](#), consisting of internal and external stakeholders. Open communications between college divisions and departments occurs in several ways. There are two [all-college in-service](#) meetings that are held annually. During these meetings, cross-department teams have a chance to collaborate. Many of the teams are [Strategic Initiative teams](#) that are working on process improvements. During each strategic planning cycle, an [institutional SWOT](#) analysis is facilitated during in-service.

Meetings are a way of sharing communication between work groups. All instructional departments have representation on the Academic Affairs Council and meet bi-monthly to discuss policy and procedures related to the academic division. In addition, the Administrative Council meets bi-monthly, consisting of an elected full-time faculty member and area administrators. Reports are shared from the areas and minutes of all council meetings are posted on the Tiger Connect Intranet for viewing. The monthly Board Book includes [reports from each administrator](#) on what is happening in their area and the President's office sends out a weekly [Tiger Takeaways and Tweets](#) email to share current happenings with all employees as means for sharing college-wide communications.

4P3.E. Collaborating across all units to ensure the maintenance of high academic standards (5.B.3)

Collaboration across the institution is critical when aligning policies to uphold standards. The College uses cross-discipline teams to address policy changes. For example, several policies on the academic side and on the business side were in conflict with each other. This was due mainly to changes with the adoption of a new Student Information System (SIS). A cross-sectional team was established, consisting of the business office, financial aid, enrollment management and academics, to outline how the process should work when adding, dropping, refunding, and billing a student. As a result, several policies are being revised for approval next fall.

The Academic Affairs Council is the primary group responsible for approving curriculum and prerequisites, exploring transfer issues and addressing other academic issues as they arise. This Council consists of the six Department Chairs, the three Academic Vice Presidents, and the Registrar, and [meets bi-monthly](#). [Minutes from the meetings](#) are shared in Tiger Connect and highlights from the meetings are shared in monthly academic department meetings. In addition, the academic AVPs and Directors meet monthly to share concerns and develop goals. (5.B.3)

4P3.F. Providing effective leadership to all institutional stakeholders (2.C.1, 2.C.2)

The governing board works to preserve and enhance the institution and all board members sign an affirmation of service that states their purpose and attend training on the [Board Handbook](#). (2.C.1) The Board reviews the materials that are sent to them through the Clerk of the Board. The information is usually extensive (90+ pages) and includes reports from administrators, as well as faculty and requests additional information when needed. A recent example of this was the [Housing Feasibility Study](#), which was compiled by the Institutional Effectiveness Office to explore the need for additional housing and preferred options of students. The Board also reviews documents on College effectiveness, such as the [community survey](#) and the [economic impact study](#). (2.C.2)

4P3.G. Developing leaders at all levels within the institution

Cowley provides leadership opportunities through teams and committees. Each [Strategic Initiative](#) has a Chair and a Champion. The Chair is responsible for facilitating the meetings and the champion is responsible for making sure that the SI is making progress and to serve on the SLT to report the progress being made. The College has also been an annual participant in the KCCLI (Kansas Community College Leadership Institute), a yearlong program developed by the Kansas Association of Community College Trustees (KACCT) to develop leadership skills in its participants. The College supports enrollment in the Young Professionals local association by selecting and sponsoring five individuals. Another organization the College participates in is ACCKOP (Association of Community Colleges Kansas Office Professionals) by paying for administrative assistants to attend the annual conference.

The [Student Government Board](#) is the main way students can develop as leaders. Student leaders are elected through the student affairs council, are governed by a [constitution](#), and the student body president serves as a student representative to give reports to the Board of Trustees. Faculty can participate in the [Cowley Education Association](#), where several leadership roles are available.

4P3.H. Ensuring the institution's ability to act in accordance with its mission and vision (2.C.3)

The governing board has [Policy 137](#), Conflict of Interest, to preserve its independence from undue influences so that the best interest of the College can be served. Board members are asked to read, sign and adhere to [the code of ethics](#) and regulations outlined in the [Board handbook](#). Additionally, Policy 170 outlines the disclosure process for nepotism as it relates to

all employees and the Board of Trustees. These policies help to ensure that the institution adheres to the Mission of the College when making key decisions.

Providing the appropriate training to the Board of Trustees is a critical part of ensuring the institution's ability to act in accordance with its mission and vision. Board members [receive training](#) on the Kansas Open Records Act (KORA) and the [Kansas Open Meetings Act](#) (KOMA), along with faculty negotiations training. Trustees receive training through the KACCT and have a designated trustee who attends the quarterly KACCT meeting to keep up with the latest news and events, both locally and nationally, as well as attends one of the Association of Community College's annual conferences. (2.C.3)

4P3.I. Tracking outcomes/measures utilizing appropriate tools

Governance and Leadership are critical to the success of the College. The Noel Levitz College Employee Satisfaction Survey (NLCESS) has a question aligned to employees' perceived level of involvement with the Board of Trustees, administrators and staff. Other measures include compliance with KOMA, completing required training, and satisfaction of stakeholders.

4R3 Results

Summary results of measures

Leadership effectiveness: Satisfaction of stakeholders is a key measure of effectiveness and is [Goal Measure 11](#) in the AIM document. According to the last two stakeholder surveys, the overall satisfaction percentage was 88% in 2015 and 89% in 2018, exceeding the target of 85%. The Advisory Council Surveys also showed a satisfaction percentage over 85% for the last two years of surveys (2017 and 2018), although not meeting the target in 2016.

Board effectiveness: Section 3 in the [NLCESS](#) is involvement in planning and decision-making. According to the 2012, 2013, 2016, 2017 and 2018 survey, when asked to rate the amount of involvement of the Trustees, with 1 being not enough involvement, 3 being just the right involvement and 5 being too much involvement, there is no significant difference in the values recorded, ranging from 3.47 - 3.64.

Comparison of results with internal targets and external benchmarks

Internal benchmarks are set according to three-year trend data or targets set by the Institutional Effectiveness Office, in conjunction with the area administrators. The Advisory Council Surveys use an 85% target for agree and strongly agree as set by the academic departments and the Stakeholder Survey also uses an 85% satisfaction target.

The NLCESS gives both [internal](#) and peer group comparisons. When [comparing the 2017 survey](#) with the peer group in the area of Involvement in Planning and Decisions-making, there are several areas that indicate a significant difference. The involvement of Staff, Deans and Directors are lower than the comparison groups, while the Trustees group is higher. The Senior administrators group was also higher, although not a significant difference.

Interpretation of results and insights gained

Results of the NLCESS show an improvement in most GAP scores for the [2018 survey](#) when compared to the 2016 Survey.

After the results of 2017 NLCESS were received, an analysis was completed due to the increase in comments. When the [comments were reviewed](#), findings indicated employees were concerned with communication. Communication became a focus for Administrative Council when developing the 2018-21 Strategic Plan.

4I3 Improvements

As mentioned above, the new [Strategic Plan](#) includes the following goals to address communication.

- Goal 3.1 Improve communication as a shared function and responsibility for all employees
- SI 3.1a. To develop a process for increasing internal communication.

To better understand the problem, a short [communication survey](#) was developed and distributed. The survey results indicated on-boarding processes required improvement. Each member of the Administrative Council will share Information with new employees during the new on-boarding process. This new process will be tracked and assessed with the next employee survey.

Sources

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- 06212016minutes of President Evaluation and BOT PD
- 08102015 minutes of PD and Training of BOT
- 2016 Community Survey Results Summary
- 2019 Housing Feasibility Study
- 2C Strategic Plan Document
- 5B1 Cowley Education Association Constitution
- 5B2 Cowley Student Senate Constitution
- 5B3 Cowley College 20182019 Student Senate Meeting Dates Officers Members
- 5B4 Board of Trustees Handbook
- 5B5 Board of Trustees July 2018 Meeting Minutes- 20182019 State Appropriation Budget
- 5B7 Committee Membership List
- ACADEMIC AFFAIRS MEETING 04-18-19
- affirmation-of-service
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- BOT update April 2019
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- Comparison Report 2016 to 2018 CESS_2018 021318
- Copy of Cowley College 2017 CESS_Comparison Report
- Cowley College 2017 CESS_Main Report
- Cowley economic impact FactSheet
- cowleycollegestrategicplan2018-2021
- employee survey comments Core Value
- Goal Measure 11 stakeholder satisfaction.pdf
- Hiring Procedure
- inservice 2019
- KOMA training
- New BOT Orientation
- Policie board 103
- Policies 104
- Policies 137
- policy 205
- Policy 207
- Policy 262
- Selection and evaluation of president
- Selection process for board members
- Service area policy 108
- SharedGovDocRev
- SI 2016 inservice groups
- Strategic Planning Process Map - Rev 2017
- SWOT analysis facilitator
- Tiger Takeaways

4.4 - Integrity

Integrity focuses on how the institution ensures legal and ethical behavior and fulfills its societal responsibilities. The institution should provide evidence for Core Components 2.A. and 2.B. in this section.

4P4: PROCESSES

Describe the processes for developing and communicating legal and ethical standards and monitoring behavior to ensure standards are met. In addition, identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Developing and communicating standards
- Training employees and modeling for ethical and legal behavior across all levels of the institution
- Operating financial, academic, personnel and auxiliary functions with integrity, including following fair and ethical policies and adhering to processes for the governing board, administration, faculty and staff (2.A.)
- Making information about programs, requirements, faculty and staff, costs to students, control, and accreditation relationships readily and clearly available to all constituents (2.B.)

4R4: RESULTS

What are the results for ensuring institutional integrity? The results presented should be for the processes identified in 4P4. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

4I4: IMPROVEMENT

Based on 4R4, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

4P4.A. Developing and communicating legal and ethical standards

Legal and ethical standards are developed through counsel with the College Attorney, the Kansas Board of Regents, Kansas Association of School Boards, and the Association of Community

Colleges. Policies addressing standards such as Employee Code of Conduct, Policy for Social Networking, Acceptance of Gifts, and Conflict of Interest are included in the [Employee Handbook](#) and listed on the website under Policies and Procedures. All employees receive the employee handbook and are required to read it as indicated through signature.

4P4.B. Training employees and modeling for ethical and legal behavior across all levels of the institution

During in-service days, employees have opportunities to receive training on issues relevant to the institution. During the most recent in-service day, employees attended sessions on ALICE, Stop the Bleed, Hands-Only CPR and Accessibility.

The College is currently revising the on-boarding process to more clearly address standards and training needs. For example, a growing training need is student accessibility. The College will address this need through the development of classroom materials, and through website design. As a result, a Strategic Initiative was developed to design and implement training for employees.

FERPA (Family Educational Rights and Privacy Act) training occurs with new employees and the release of student information is tracked through the Student Information System (SIS).

4P4.C. Operating financial, academic, personnel and auxiliary functions with integrity, (2.A.)

The College has developed and approved a number of policies to provide guidance and expectations for the employees. All employees are required to follow the Board approved policies. (2.A) The following policies assist in the maintenance of ethical practices:

•111.00 Faculty and Staff Code of Conduct •127.00 Drug Free Workplace •128.00 Harassment and Discrimination •130.00 Crisis Management/ Workplace Violence •132.00 Purchasing Policies and Procedures •133.00 Substantiation of Receipts for Cash Advance or Reimbursement •134.00 Reporting of Fraud •135.00 Soliciting of Vendors and Agents •136.00 Accepting of Gifts by Employees •137.00 Conflict of Interest •141.00 Use of College Property •143.00 Technology Usage by Employees •148.00 Sensitive Information and Red Flag Rules

The policies are outlined on the Cowley website and many are available in the [employee handbook](#). The [Board Handbook](#) outlines expectations and policies that relate to Board responsibilities.

4P4.D. Making information about programs, requirements, faculty and staff, costs to students, control, and accreditation relationships readily and clearly available to all constituents (2.B.)

The College website serves as the primary communication tool for all students. Each program of study has a grid format which lists the courses and the recommended sequence. These program grids are listed in the College Catalog. Program information is also available to students in a

printed option, and list faculty member contact information. Each course procedure is available to students in a web based format for each semester. Academic Departments annually review these program grids and course procedures. The development of an interactive, web-based degree check program guides students in the courses to complete their program of study and achieve the appropriate degree. This program is used by academic advisors and is made available to the students through their Tiger Connect account. Faculty and staff are listed on the College website on the department webpages and in the employee section. General directory information is listed for all employees. Credentials and experience are given for all full time faculty and part-time instructors on the departments' webpages and the faculty profiles page. Students have access to an online cost calculator and the College has a [Consumer Information Page](#) that provides information to students regarding who to contact

The College provides information to students and stakeholders in print and in web-based formats, including the [student handbook](#), [housing handbook](#), [academic catalog](#), [crisis management procedure](#), [Title IX](#) brochure and [athletic handbook](#). The academic programs offered, as well as cost of attending, [including tuition, fees](#), room and board, and textbooks, can be found on the College website and in admissions documents. Any additional fees are also disclosed on the course schedule and in the course procedures and syllabi.

The College is governed by a local Board of Trustees (BOT). The BOT have their own module on the Cowley web site that explains the governance process, and the minutes of the BOT meetings are also made available to the public through local media and on the BOT web module. The Higher Learning Commission's Mark of Affiliation is clearly shown on the website, as well as in printed publications, and active links to the Commissions website are also displayed. (2.B)

4R4 Results

Summary results of measures

Institutional integrity can be shown through [Academic integrity reports](#). These are tracked through the AA office and reported in Goal Measure 15 in the AIM document. As indicated on the data, the 2018-19 numbers per FTE are lower compared to the two previous years.

Financial integrity as measured through [2016](#) and [2017](#) independent audit reports, indicate no reportable findings.

[Goal Measure 14](#) in the [AIM](#) document is Safe and Secure Campus Environment. Campus reportable crimes are above the benchmark target over the last three years. Annual [security reports](#) are also used to track a safe and secure campus environment. The NLSSI indicates Cowley GAP score is lower than the National peer performance GAP in Safety and Security Performance. The measure on workmen's compensation claims is lower than last year, but not below the target.

Comparison of results with internal targets and external benchmarks

Cowley uses internal targets and external benchmarks where possible. The NLSSI provides a National Peer Performance GAP score that demonstrates the College's GAP has been consistently smaller for each of the three most recent reports; this three-year trend data indicates an increase in satisfaction for both questions on the report. Reportable crimes are higher than the average, but below the three-year trend average for Cowley.

Interpretation of results and insights gained

Reviewing Academic Integrity violations, the English department noted that many of the violations were from International students. This information was used to help reemphasize what constitutes a violation and used to support adding additional content to the First Year Experience course curriculum.

The Goal Measure on Safe and Secure Campus has measures that fluctuate and are difficult to fix, like the workmen's compensation claims and reportable crimes. The number of crimes reported has increased over the years, but this could be due to an increase in security cameras and a better reporting process.

4I4 Improvements

The College is still adjusting to a Student Information System (SIS) upgrade occurring in 2016. During migration, the data did not roll-over with the new system and many of the standard operating procedures required modification. Current emphasis is on realigning program grids in the new system to mirror the grids in the catalog and train advisors accordingly. The student cost calculator has been reformatted to work with the new website and campus security has been improved with security cameras in all buildings and is planning to increase security at off-campus locations.

Sources

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- Goal Measure 14 Safe and Secure Campus Environment
- Goal Measure 15 ethical
- Hiring Procedure
- housinghandbook
- open records request
- Right to know
- sexual harassmenttitle IX
- title IX brochure
- travel procedures
- Tuition and Fees

5 - Knowledge Management and Resource Stewardship

5.1 - Knowledge Management

Knowledge Management focuses on how data, information and performance results are used in decision-making processes at all levels and in all parts of the institution.

5P1: PROCESSES

Describe the processes for knowledge management, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Selecting, organizing, analyzing and sharing data and performance information to support planning, process improvement and decision making
- Determining data, information and performance results that units and departments need to plan and manage effectively
- Making data, information and performance results readily and reliably available to the units and departments that depend upon this information for operational effectiveness, planning and improvements
- Ensuring the timeliness, accuracy, reliability and security of the institution's knowledge management system(s) and related processes
- Tracking outcomes/measures utilizing appropriate tools (including software platforms and/or contracted services)

5R1: RESULTS

What are the results for determining how data, information and performance results are used in decision-making processes at all levels and in all parts of the institution? The results presented should be for the processes identified in 5P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

5I1: IMPROVEMENT

Based on 5R1, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

5P1.A. Selecting, organizing, analyzing and sharing data and performance information to support planning, process improvement and decision making

Cowley has an Institutional Effectiveness office and an Executive Director of Institutional Effectiveness (IE) who is active in guiding the College through processes involving selecting data. This office is responsible for reports are compiled for state and federal compliance, official data reports, and maintaining of institutional dashboards. The IE office has a process for data collection that was developed as part of a strategic initiative, [Goal 4.1](#) Develop processes for providing valid data to drive decision-making and compliance reports.

A Student Information System (SIS), Jenzabar, houses a centralized warehouse of data for the College. There are two major tools for sorting data from the SIS: Infomaker and Zogotech, both having user rights assigned based on information needed. Employees are given access to specific parts of the SIS that are relevant to their job and are not able to access all information for security purposes.

The College relies on the development of institutional key measures developed through consultation with college work groups. These key measures are arranged into a dashboard called the [AIM \(Accountability and Institutional Measures\)](#) document. This document is maintained by the IE office and shared with all employees, as well as being available on the college website for external viewing. Parts of the AIM have been modified over the last year due to changes in data collection.

5P1.B. Determining data, information and performance results that units and departments need to plan and manage effectively

The processes used to determine the selection of data include [work group analysis reports](#) (WAR), program reviews, Kansas Board of Regents (KBOR) Performance Agreements, and [Strategic Planning](#). The strategic planning process was revised in 2015 to include goals and initiatives from all areas of the college, including [KBOR Performance Agreements](#), [AQIP action projects](#) and institutional goals. Strategic Initiatives (SI) have measures of success identified and the Institutional Priorities in the Strategic Plan have [Indicators of Success](#) outlined for each priority as determined by the SI teams and the Strategic Leadership Team (SLT).

5P1.C. Making data, information and performance results readily and reliably available to the units and departments

The IE Office generates reports for enrollment, [retention and completion](#) and shares these with members of the leadership team. The VP of Finance and Administration makes [budget reports](#) available on a monthly basis for the Board of Trustees and the leadership team and for the monthly Board Book, which is available for online viewing. Administrators share these with their workgroups and the minutes of Administrative Council meetings are shared on the Cowley website for all viewers.

Cowley uses a data mining software, Zogotech, allowing users to create reports or view dashboards created by the IE office. Zogotech has been used extensively in the process of

Academic Program Review to allow faculty members to view and analyze data related to course completion and success, and enrollment numbers in various sections and locations. The department chairs, department secretaries and admissions personnel went through training on how to collect data through Zogotech.

Internal and external surveys are important tools in assessing stakeholders. These surveys are administered and shared by the Office of Institutional Effectiveness. The IE office utilizes Survey Monkey as the main survey tool ([Sumner Survey](#) example). Course evaluations completed by students are administered through a software called CoursEval. The College SIS, Jenzabar, also has a data mining component called Infomaker, used by the Registrar's Office, IE Office and the Academic Affairs Office to run reports on enrollment numbers, locations, and student demographics.

5P1.D. Ensuring the timeliness, accuracy, reliability and security of the institution's knowledge management system(s) and related processes

Cowley employees have a designated user name and password required to access the SIS and to view the dashboards in Zogotech. Specialized software used by the Business Office, Financial Aid Office or Registrars' Office have unique passwords to those systems. Cowley users of Zogotech and the SIS have designated user-rights according to their positions so that only certain information is available to them. The management of student data follows FERPA guidelines and there is a process in place that allows the sharing of data with designated people if the student has completed the FERPA release form. Students are assigned a unique password that is used to access their student information in the SIS and Blackboard courses, along with access to many campus services.

College uses teams to review the accuracy of the data. An example of this is the Perkins data team that was assembled to review Perkins reports before they are sent to the state. These teams look at past data points for comparison and check numbers against other reports for reliability.

5P1.E. Tracking outcomes/measures utilizing appropriate tools

During the academic year 2014-2015, it was determined that the(SIS) needed updating which was not possible due to the amount of customization of the software. A cross-functional team was formed to explore and propose a solution. The team reviewed three proposed systems and chose the one that appeared to be the best fit for our processes, leading to the implementation of the current SIS system (Jenzabar) in Fall 2016.

The College uses several measures of functionality for the SIS and related tools. The amount of up-time of the Learning Management System (LMS) Blackboard and in the Jenzabar system are tracked. The ability to create accurate reports, as verified through IPEDS and KBOR is critical. The SIS module development and functionality as measured by consultation dollars spent and user feedback. A tool that was recently purchased to help with the accessibility initiative is Ally. Ally provided data on how accessible a class is using an indicator dashboard. A final measure of any tool is its functionality in relation to the processes of the College, including the quality of the product and software customer support.

5R1 Results

Summary results of measures

Blackboard [LMS up-time](#) is a measure used by the online team. It is used to determine the reliability of the online platform and is tracked monthly. The College uses [Ally](#) to measure accessibility of documents created for Blackboard and is tracked by the online team. The scores represent all documents developed, with a goal of 95% for all courses.

The ability to create accurate reports to use in various departments is a critical measure. An example of a [data dashboard](#) used in the program review process is included for review. Special data reports have also been created for an [economic impact studies](#) and a [housing feasibility study](#).

The [AIM](#) document has been considered a best-practice and is the major data dashboard for the college. Some measures are being revised, however, it still serves as a valuable tool for data collection and sharing.

Comparison of results with internal targets and external benchmarks

The College uses comparative data and financial benchmarks with the state colleges through KBOR Reports and organizations like [KACCBO](#) (Kansas Association of Community College Business Officers).

The [AIM document](#) has internal and external benchmarks. The internal benchmarks are determined by a three-year average score or by a mark established by the work group responsible for the data. External benchmarks are used for those that are state or national standards.

The Ally accessibility score uses an internal benchmark of 95%, with a goal of 100%. Cowley is currently around 85%.

Interpretation of results and insights gained

The College evaluates processes in this area as evident by the proposed changes for the coming year. During 2018, time was spent verifying data and student fields so that reports were accurate. The College is confident in the accuracy of the data and is now able to move forward with revising the processes to reflect the new SIS. During this time, verification of data has been a critical factor, cross-referencing numbers for accuracy using information from the IE office, registrar, and enrollment services.

5I1 Improvements

Initiatives related to this category were implemented in the [2018-2021 Strategic Plan](#) due to several factors. The College experienced a change in the Executive Director of IR and processes with the new SIS, making some of the AIM measures no longer applicable.

Another major improvement initiative is the change from Zogotech to a data analytic tool called Tableau. This change was driven by the inability of Zogotech to pull correct data from the SIS in a consistent and accurate way and a lack of responsiveness for software support.

There are four strategic initiatives and one goal identified in the Strategic Plan related to this area.

[Goal 4.1](#) Develop processes for providing valid data to drive decision-making and compliance reports.

- SI 4.1a. To Identify appropriate data collection methods and measures for continuous quality improvement activities
- SI 4.1b. Capitalize on current assessment activities to include a clear decision-making process for approving and implementing recommendations.
- SI 4.1c. Develop a written assessment plan that describes when, who and how frequently data is collected.
- SI 4.1d. Create a communication plan to include annual reports and collaborative discussions about evidence and its use to drive continuous quality improvement activities.

The team has already conducted a [data use survey](#) and [mapping of data](#) for admissions, and is revising the [data standards manual](#).

A new action project to review institutional key measures and how they relate to work group effectiveness, involving the redefining of institutional key measures (KM) and the reformatting of the AIM document with the new KM, is planned.

Sources

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- Athletic Influence Survey March 2017
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- Board Retreat Minutes SP wrapup
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- ProctorU MonthlyExamInsights
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- Vocational Completers
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5.2 - Resource Management

Resource Management focuses on how the resource base of an institution supports and improves its educational programs and operations. The institution should provide evidence for Core Component 5.A. in this section.

5P2: PROCESSES

Describe the processes for managing resources, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Maintaining fiscal, physical and technological infrastructures sufficient to support operations (5.A.1)
- Setting goals aligned with the institutional mission, resources, opportunities and emerging needs (5.A.3)
- Allocating and assigning resources to achieve organizational goals, while ensuring that educational purposes are not adversely affected (5.A.2)
- Tracking outcomes/measures utilizing appropriate tools

5R2: RESULTS

What are the results for resource management? The results presented should be for the processes identified in 5P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

5I2: IMPROVEMENT

Based on 5R2, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

5P2. A. Maintaining fiscal, physical and technological infrastructures sufficient to support operations (5.A.1)

The college's **fiscal infrastructure** comprises three major components of revenues: state appropriations, property taxes, and tuition and fees. State appropriations funding covers approximately 36% of the operating budget. On average, Cowley allocates 57% of the operating budget to salaries and benefits, with a cost of living adjustment of approximately 2.5% over the

past four years. The Board of Trustees provides each full-time employee a monthly benefit stipend of \$540.00 toward the employee's health and dental insurance plan cost. When appropriate, the College reallocates responsibilities and budgets. The College levies county property tax as approved by the Board of Trustees along with establishing the state appropriation budget. The amount received is based on current assessed valuation. Capital Outlay Mil is used to support projects that are large expenditure items and is assessed and renewed every five years by Trustees after a public posting. Taxpayers in Sumner County voted to approve a half-cent sales tax for 10 years to acquire, construct, equip, and operate that additional location. (5.A.1)

Cowley has increased [tuition and fee](#) rates over the past four years to cover increases in personnel headcount, salaries, and goods and services costs. The College has targets for increased contribution to the operating budget from other funding sources including the Foundation. The Cowley College [Foundation](#) currently [funds endowment scholarship](#), and manages all other types of scholarships, providing funding for students' tuition and textbooks costs, and relieving the operating budget of writing off student scholarships as an expense. The College applies for [grants](#) that align with the strategic plan and expend awarded funds in a timely manner, for example, Perkin's money is used to help fund career and technical education areas. Risk is mitigated by using target budgets, maximizing reserve funds, and managing debt conservatively. (5.A.1)

In order to ensure stability and free up operating dollars, the Trustees approved a [financial stability policy](#) which enables the college to manage revenues shortfalls and cash flows, and provides for unforeseen contingencies without impairing the level or quality of services needed to respond to stakeholders. The goal is to be financially sound and sustainable in the face of reduced state appropriations, and to keep higher education affordable for the students.

Academic departments are responsible for advancing student learning and are the primary funding need. Department chairs track department spending and request additional funds if needed. Budgeted funds and expenditures can be accessed at any time through the Jenzabar SIS, and department heads view their accounts showing the percentage of funds spend and the balance of remaining funds.

The College tracks and adjusts the percentage of [total expenditures by functional area](#) (instruction, public service, academic support, student services, institutional support, operation and maintenance of plant, and scholarships) and by type of expenditures (salaries and benefits and operating expenses). These percentages are tracked over time and [compared to other community colleges](#) in the State. (5.A.1)

Physical infrastructure. Cowley completed a facilities master plan in 2014 and is anticipating a new one in conjunction with the current [2018-2021 Strategic Plan](#).

Institutional Priority 5: Resource Stewardship: Cowley College is focused on how the resource base of the institution supports and improves its educational programs and operations;

- Goal 5.1 Align resources with College goals to reach FTE sustainability

- SI 5.1a. Develop and utilize a facilities Master Plan to examine existing and potential facilities resources.

The College looks at current space and room utilization in addition to the growth in birthrate of local population and throughout the state of Kansas to identify potential enrollment growth.

Cowley uses the Postsecondary Education Facilities Inventory and Classification Manual (FICM) to ensure national standards are met for space and room utilization. The College completed a Signage and Wayfinding Master Plans for all of its locations, and is in the process of doing a deferred maintenance and investment grade audit for physical infrastructures on its Arkansas City Campus. The data gathered in this study will look at energy conservation and end-of-life infrastructures to determine if the College can monetize any energy saving to improve infrastructure.

The Administrative Council provides advice and counsel on major renovations, repairs and maintenance. Major projects have ad hoc committees helping make decisions and ensuring needs are met for key stakeholders. The capital construction projects over the past four years have made it possible to integrate major repair and maintenance within these projects. (5.A.1)

Technology infrastructure is updated on a regular basis to handle the growing demands of alternative delivery methods. A work request system is used to report technology outages and issues. These requests are reviewed by the IT department, prioritized and addressed, with classroom issues taking priority over office and dorm issues. The College has replaced all computers over the last three years and has a cycle of replacement to keep computers current. Software purchase and installation is managed by the IT department, with a request process used for installation.

5P2.B. Setting goals aligned with the institutional mission, resources, opportunities and emerging needs (5.A.3)

College goals are realistic with the Mission and with the budget. During the [strategic planning](#) process, goals are developed using feedback from key stakeholders, then vetted with the Mission, Vision, Values and Strategic Theme to ensure alignment with the focus of the Mission. The strategic initiatives are then developed and budget needs discussed in alignment with the [budget time](#) frame. (5.A.3)

5P2.C. Allocating and assigning resources to achieve organizational goals, (5.A.2)

The College has a published [budget process](#). The Administrative Council discusses major items related to facilities and large budgetary items, with priority plans funded first if the resources and funds are available. The [mission statement](#) guides budgetary decision making. The philosophy is that education and teaching receive [priority funding](#), with money allocated elsewhere after funding academics. The College maintains a [cash carry-over value](#) sufficient to fund academic programs if other resources become limited. (5.A.2)

5P2.D. Tracking outcomes/measures utilizing appropriate tools

Cowley tracks financial stability through annual external audits and the ability to meet budget needs. Budget management is measured through the ability to track expenditures as they relate to the budget for the fiscal year. The [budget reports](#) are shared monthly with the administrative council and with the [Board of Trustees](#). Each person that in charge of a budget number has access to their budget information through the SIS, Jenzabar. Grant dollars received and utilized are also tracked through the finance office. Student loan debt and work study funds used are also tracked through the business office.

Physical measures and technology measures are tracked through the School Dude work request system. Technology measures include looking at system up-time as measured on the IT tracking board. All employees enter requests in a work-ticket system called School Dude. The IT department uses the work-ticket completion as a measure. The SIS is used for advising and for submitting purchase orders so the ability for employees to do their jobs is important. Students use the SIS for enrolling, paying bills and checking grades, so the satisfaction of students is also used as a measure. Communication is a key part of the College culture and when the system is down, will cause disruption in the work place.

5R2 Results

Summary results of measures

[Budget comparison](#) reports are used to track expenditures from year to year and used to help in planning future budgets. Financial audits are done annually and used to determine financial stability. Based on the [2016 audit](#) and the [2017 audit](#) reports, Cowley did not have any exceptions.

[Goal Measure 12 in the AIM](#) document is on financial stability. Included in this measure is 12.1 cash carryover percentage Cowley met in the last three reporting years with a 20% target. Measure 12.2 on increase in student tuition and fees has not been met due to increases in financial need. 12.3 on Mil Levy change had a target of no increase, but has had small increases each year.

[Goal Measure 5](#) includes effectiveness of support services with vendor cycles and technology work order completion rates. Based on the data indicators, Cowley reached the target of 30 days paid invoices in each of the last three years. Technology work order completions are also ahead of the three-year average.

[Goal Measure 8](#) on Financial Aid Awards indicates that the College did not utilize all of the budgeted Federal work study funds for the last two years with utilization rates of .68 and .86 (goal is 1.0).

[Goal Measure 13 Foundation support](#) is another key measure in this area, in particular 13.2. Cowley relies on donor support for funding of equipment to sustain program areas. As indicated, the Foundation support has increased over the last three years.

Comparison of results with internal targets and external benchmarks

Internal targets are developed based on a three-year trend average, unless an external benchmark or industry standard is available. Annual Audit exceptions benchmark is for no exceptions to be found. Goal Measure 12 gives targets for the three measures. Although the College did not increase the Mil Levy, it does show a slight increase in order to maintain steady funding. Goal Measures 5 and 8 utilize trend data for most measures except the student loan cohort default. Cowley default rate is below the national default rate for each year given.

Interpretation of results and insights gained

The College has worked on developing a balanced budget with the goal of supporting institutional operations. Measures related to budget indicate financial stability, although student tuition and fees have increased the past two years. Technology work order completions have increased. In past years, employees would email the IT department with the technical issue, but over the last two years, putting in a work ticket has been encouraged, contributing to a higher volume of tickets.

5I2 Improvements

Two goals are related to resource management in the new [strategic plan](#) under Institutional Priority #5 Resource Stewardship: Cowley College is focused on how the resource base of an institution supports and improves its educational programs and operations.

Goal 5.1 Align resources with College goals to reach FTE sustainability.

- SI 5.1a. Develop and utilize a facilities Master Plan to examine existing and potential facilities resources.
- SI 5.1b. Establish the identity of Cowley campus and locations by strengthening or developing academic and/or service programs to increase enrollment.
- SI 5.1c. Review current scholarship practices to determine the effectiveness on student recruitment.

Goal 5.2 Increase Foundation effectiveness through improved tools and processes, targets the giving needed to support Foundation scholarships and financial support.

Sources

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- 20172018 Audit SOP 2205 Investment Process PBCupdated 1617
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- 20172018 CEA Negotiations Letter

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- Goal Measure 5 support services
- Goal Measure 8 Financial aid
- Grant Information
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- May 2018 Monthly Financial Report for June 2018 BOT with YE Projections
- PD Day Sessions 09242018
- Preparation of Budget Instructions
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- Strategic Planning Process Map - Rev 2017
- Strategic Planning Update
- Wellington Monthly Financial Report August 2018

5.3 - Operational Effectiveness

Operational Effectiveness focuses on how an institution ensures effective management of its operations in the present and plans for continuity of operations into the future. The institution should provide evidence for Core Component 5.A. in this section.

5P3: PROCESSES

Describe the processes for operational effectiveness, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Building budgets to accomplish institutional goals
- Monitoring financial position and adjusting budgets (5.A.5)
- Maintaining a technological infrastructure that is reliable, secure and user-friendly
- Maintaining a physical infrastructure that is reliable, secure and user-friendly
- Managing risks to ensure operational stability, including emergency preparedness
- Tracking outcomes/measures utilizing appropriate tools

5R3: RESULTS

What are the results for ensuring effective management of operations on an ongoing basis and for the future? The results presented should be for the processes identified in 5P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

5I3: IMPROVEMENT

Based on 5R3, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

5P3.A. Building budgets to accomplish institutional goals

The budget development process starts with a [Budget Development Timeline](#) (calendar) for the fiscal year July 1st through June 30th. Identifying activities relative to developing the annual operating budget, and understanding the strategic plan making sure the budget (resource) planning process supports the alignment of needs and resources. If there are no specific goals that require monetary resources, the budget is built based on three primary target resources, state appropriations, tuition and fees, and Ad Valorem taxes (from mil levy).

The first target resource, [tuition and fee rates](#) (revenues) and room/meal plan rates, are set and approved in February of each year for the Student Affairs' department to advertise and issue housing contracts to returning and new students for the upcoming academic year, and to start Fall student enrollment for the upcoming academic year. The next target revenue resource is the state appropriations. Community colleges in Kansas receive an allocation based on a formula in the community college cost model. Like many states, Kansas has not been fully funding education. The last primary revenue source is the Ad Valorem taxes collected based on homeowners' appraised value of real property. The capital outlay mill is not included in the annual operating budget, but it does help alleviate the burden of large capital outlay costs (HVAC, signage, land, etc.) on the operating budget.

The expenditure budget is developed to not exceed the target revenue budget and is comprised of two units: salary and benefits, and the discretionary expenditure budget. The salary and benefits budget is developed by the Vice President of Finance and Administration (VPFA) in conjunction with the President. The salary and benefits' budget takes into consideration potential new hires and any anticipated increase in benefit costs such as health insurance, unemployment taxes, and other federal taxes the college pays on behalf of employees. The discretionary budget is every other type of expenditure and it includes fixed-cost items and contractual obligations. The budget is developed at the unit level, with every department responsible for creating budgets based on needs and aligning it with the departments' responsibilities and deliverables. The budget is then presented to the [Board for approval](#).

5P3.B. Monitoring financial position and adjusting budgets (5.A.5)

Monitoring the budget occurs throughout the fiscal year and compares actual financial activities to the approved budget, strategic priorities, and financial policies. The VPFA provides [monthly reports](#) for the Board of Trustees (BOT) meeting and for the Administrative Council meetings. The reports compare the monthly revenues and expenditures to the same time prior year to establish the college spend rate to ensure the college is tracking and trending in the right direction so overspending does not occur. Budgets can be adjusted, if needed, through a budget adjustment form that includes a place to explain the budget change, along with the appropriate account numbers. The budget for each area of the college is available in the [Jenzabar system](#) to allow directors and administrators to track their budget spending throughout the year.

The College explores ways to increase funding and productivity through the fiscal year. With proper scheduling, the college can alleviate potential issues without encumbering funding to build additional classrooms. The College uses zero-based budgeting, and the budget process begins with departments requesting funding. The requests are reviewed by the VPFA and sent back to the department chairs for revisions as needed. (5.A.5)

5P3.C. Maintaining a technological infrastructure that is reliable, secure and user-friendly

Cowley maintains a safe and reliable technological infrastructure. The Information Technology (IT) department monitors all incoming and outgoing web traffic and has explicit rules in place that guard against breaches in security. All general access and student lab computers are locked down with software that reboots and erases any user data saved during the previous day. The

College has Enterprise Sophos Antivirus installed on all computers and servers to guard against malicious software.

To improve the security of the infrastructure, new fiber was installed with redundancy built in. Critical servers are backed up daily, with newest backups stored both on and off-site. The firewall is managed on-site, and monitored off-site and the LMS used for online courses is hosted off-site. All systems are continuously monitored, with alerts being sent to the IT staff for any perceived anomalies.

To improve the use-ability of technology, Cowley has moved to Microsoft Office 365, which is hosted off-site and allows employees to utilize these tools from any computer. To report a technology need, the IT staff uses a work ticketing system, the email system, and direct phone calls for users to reach when problems arise. The ticketing system allow for tracking progress on any issues that have been reported. Automated emails and texts are sent to the entire IT staff whenever there is an issue with the physical infrastructure. The IT staff use a monitoring dashboard that continuously checks the status of the network, and displays a notification when there are issues on the campus network.

5P3.D. Maintaining a physical infrastructure that is reliable, secure and user-friendly

Cowley's physical infrastructure is an on-going assessment. The College recently solicited Requests for Qualification (RFQ) for Campus Deferred Maintenance and Investment Grade Audit, which will result in a comprehensive maintenance facility plan for designing, constructing/installing, improving, rehabilitating, operating/managing improvements to existing facilities and utility infrastructures. A firm has been selected, and a timeline and funding determined to implement the plan. Physical infrastructure repairs and expenses are tracked through a work ticket system, School Dude.

The college has 24-7 operating [surveillance cameras](#) which are monitored, and manned by the Security and Public Safety Department. Cowley follows the state of Kansas Concealed-Carry statute, which permits concealed carry of handguns on college campuses including buildings and public areas of buildings owned or leased by the college that do not have adequate security measures, except if in specified restricted access areas within building. Open carry of firearms and possession of weapons other than concealed handguns are prohibited on all of the college's campuses. Nothing in the college policy prohibits the possession of weapons on the campuses (1) as necessary for the conduct of Board of Trustees approved academic and workforce programs or college approved activities or practices, (2) by college police/public safety or security officers or other law enforcement officers as defined by K.S.A. 75-7c22. The college has developed campus specific [procedures for the safe possession](#), use and storage of allowed weapons. Additionally, the college complies with the Jeanne Clery Disclosure Campus Security Policy and Campus Crime Statistics Act, a federal statute requiring colleges and universities participating in federal financial aid programs to maintain and disclose campus crime statistics and security information.

By adherence to college policies, the college ensures the campuses are safe, reliable, and conducive to learning and students success.

5P3.E. Managing risks to ensure operational stability, including emergency preparedness

The process of managing risks to ensure operational stability is through the purchasing of property, accident, workers' compensation and business continuity including other types of insurance to protect against property losses, income or revenue losses, financial losses from third-party claims, and loss of reputation and other type of losses; and establish emergency plan, workers' compensation program, and safety program. Cowley College manages risk using various processes. For protection from losses of physical assets, the college takes an annual physical inventory of all assets with a value in excess of \$5,000. Inventorying physical assets starts at the inception of the purchase of assets. The Inventory Control Coordinator works with the Accounts Payable Specialist and Director of Accounting to identify physical asset purchases and where such assets are housed as part of Jenzabar Fixed Asset Module. Cowley has cyber security insurance called Cyber Solutions that protects the college from a variety of cyber transactions.

The VPFA ensures the insurance agent includes all such fixed assets purchases are properly insured under the college's property insurance policy and reviews all insurance coverage annually. The VPFA and insurance agent gauges the amount of deductibles to have on each coverage to insure affordability vetted against potential risk. The college has a worker's compensation program that works in conjunction with the FMLA and sick leave program. Having the workers' compensation program helps reduce the college's risk of human capital, and potential loss of achieving institutional goals.

The college has an [emergency management plan](#), which is updated annually, to help prevent the loss of income and revenues and human capital for any unforeseen disaster or emergency, and to recovery as quick as possible from such disaster or emergency. This plan includes having an active site-safety team and emergency management team. Each campus has a safety officer and an evacuation plan and route. For the potentiality of an active shooter incident, the College implemented the ALICE (Alert, Lockdown, Inform, Counter, and Evacuate) program with [ALICE training](#) required of employees, along with Blood Borne Pathogens and CPR. The Security and Public Safety Department periodically conducts evacuation drills of each campus. The Public Safety and Security patrol all campuses through the day. Additionally, the college has a co-agent agreement with the local police department in other campus locations to ensure those campuses are also patrolled. The College implements a LIVE SAFE app so employees and students have a convenient way of contacting and interacting with the Security and Public Safety Department for any incidents they may encounter. Employees and students were trained on how to use the LIVE SAFE app and the COWLEY GO app.

The College purchases business continuity insurance which is coupled with the other types of property insurances, to ensure the college's operational stability in the event of an unforeseen incident or disaster.

5P3.F. Tracking outcomes/measures utilizing appropriate tools

The management of budgets is measured by audits and financial stability. Facilities management is measured through tracking work order requests in School Dude, which allows the buildings and maintenance staff to track spending, determine who is submitting the work orders and which

facilities or issues are being reported. Technology management is measured through the reliability of the system as tracked by system up-time and work ticket submissions. Usability is measured through faculty and staff being able to use the system to advise, generate and pay purchase orders and other job tasks, and students able to enroll, view and pay bills and view their status in terms of degrees and grades. Additional measures in this area include reportable crimes, safety questions on the NLSSI, and workmen's compensation claims.

5R3 Results

Summary results of measures

One measure used by the maintenance staff is [School Dude KPI on cost per square foot for 2018](#). This shows the cost per square foot at \$1.49 for Cowley buildings compared to the 18 peer institutions that use the same work ticket system at \$1.49. The peer high was \$3.23.

[School Dude work order status dashboard](#) shows the status on work orders and is used for daily tracking purposes. Cowley uses the days to [complete work orders](#) as an indicator of success. The most recent data shows that the average for all Cowley work orders in School Dude is 8.22, with the peer median at 13.8 and the top peer number at 8.33. Another School Dude measure is tracking [work order by requester](#) to help track the type of work orders received.

[Goal Measure 14 Safe and Secure Campus Environment](#) is used to track indicators like campus security reportable crimes. Based on the data, Cowley has been above the target of 25 for reportable crimes, with 66, 75, and 62 for the last three years. The students satisfaction survey (NLSSI) indicates that students do feel safe with GAP scores of 0.34, 0.44, and 0.45 over the last three reports, which is lower than the peer GAP for each year. Cowley has a target of five for workmen's compensation claims, meeting that target in two of the last three years. The College strives to have no lost work days due to claims, but as shown in 14.4, had lost days in each of the last three years.

Financial measures are included in 5.2 R with [financial audits](#). [Goal Measure 12](#) on financial stability includes the data on Cash Carryover Percentage, Mil Levy Change and Audit Report Exceptions. Measures 12.2 and 12.3 do indicate an increase in both tuition/fees and mil levy compared to the target.

Comparison of results with internal targets and external benchmarks

The School Dude work ticket system does give a peer benchmark, although it only includes colleges that are using the system. The measures of cost per square foot and complete work orders dashboard indicate that Cowley is performing the same or better than the peer group in these areas. The [AIM document](#) show three year trend data and the target for GM12 and GM14. Reportable crimes were higher than the target of 25, student satisfaction with safety had a lower GAP than the national peer GAP but the GAP is trending higher in the past three report cycles.

Interpretation of results and insights gained

Cowley experienced an increase in reportable crimes in 2017, from 66 to 75. This could be due to the increase use of security cameras by security staff and a focus on students reporting suspicious behavior. The number did decrease in the 2018 report cycle to 62. The maintenance staff use KPI dashboards in School Dude and have meet or exceeded the peer group in measures obtained.

5I3 Improvements

For fiscal year 2019-2020, the College started with a zero-based budget process to help department budget leader determine and understand or justify the need for such resources. This ties in with a performance-based budget model, to align with the fiscal years' goals from the strategic plan. To minimize the risk of property loss, the college instituted a fixed asset add, move, and surplus process to track fixed asset movement after purchased and when moved from one location to another. This process ensures accountability when the auditors do spot checking of fixed assets, and so the Inventory Control Coordinator knows where each fixed asset is located at all times.

The College is starting a deferred maintenance plan with an outside firm. This will allow for planning of major replacement and repair costs and should help in budgeting dollars for utilities and other maintenance costs.

Sources

- 1 20182019 JENZABAR WORKSHEET EXPENDITURE BUDGET FROM DEPT DEVELOPMENT WO SAL
- 20162017 Audited Financial Report FINAL
- 20172018 Audit SOP 2205 Investment Process PBCupdated 1617
- 20172018 BUDGET COMPARISON 2 Prior Yr by Department
- 20172018 OPERATING BUDGET PDF
- 20182019 BUDGET COMPARISON 2 Prior Yr by Department
- 20182019 OPERATING BUDGET TO BOT 07102018
- 20182019 Summary Fee Matrix Final
- aliceshowpdf
- annualsecurityreport
- Auguts 2018 Monthly Financial Report for BOT Sept 2018 including Prior Year
- BUDGET DevelopmentTimeline 2017.pdf
- BUDGET DevelopmentTimeline 2018-2019 Calendar.pdf
- Cowley College 2016 AUDITED FINANCIAL REPORT
- Cowley College Accountability and Institutional Measures AIM
- cowley-college-procedures-on-weapons
- crisismanagement
- days to complete wo
- FINAL_2018-2019_KACCBO Data Book
- Goal Measure 12 financial stability
- Goal Measure 14 Safe and Secure Campus Environment

- Preparation of Budget Instructions
- RFQ Compensation Study
- saf002 lockout
- saf009 security camera
- School Dude KPI on cost per square foot for 2018
- School Dude work order status dashboard
- Strategic Planning Process Map - Rev 2017
- Wellington Monthly Financial Report August 2018
- work order by requester

6 - Quality Overview

6.1 - Quality Improvement Initiatives

Quality Improvement Initiatives focuses on the Continuous Quality Improvement (CQI) initiatives the institution is engaged in and how they work together within the institution.

6P1: PROCESSES

Describe the processes for determining and integrating CQI initiatives, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Selecting, deploying and evaluating quality improvement initiatives
- Aligning the Systems Portfolio, Action Projects, Comprehensive Quality Review and Strategy Forums

6R1: RESULTS

What are the results for continuous quality improvement initiatives? The results presented should be for the processes identified in 6P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared.

6I1

Based on 6R1, what quality improvement initiatives have been implemented or will be implemented in the next one to three years?

Responses

6P1.A Selecting, deploying and evaluating quality improvement initiatives

Cowley recently revised the process developing quality initiatives. When Cowley College became an AQIP institution in 2001, an AQIP steering committee was developed that was responsible for the oversight of the quality improvement initiatives, along with the AQIP process. As the AQIP Action Projects (AP) continued to increase in numbers and the College had requirements from the Kansas State Board of Regents (KBOR), along with institutional initiatives, the relationship between these three process caused confusion with the different reporting structures. It was during the 2014 AQIP strategy forum that the College decided to combine all of the goals and initiatives into one strategic planning document, leading to all of the initiatives being managed in the same way, under the same Strategic Leadership Team (SLT).

The selection of [KBOR Performance Agreements](#) (PA) occurs at the state level with select goals developed for each institution. Changes in the processes at the state level required a more comprehensive writing of the PA and it became clear that more resources and efforts needed to be applied to these goals. Initiatives have now been written based on these goals and have been added to the strategic planning document. These are drafted through the academic affairs office with help from the institutional effectiveness office.

Other goals and initiatives were developed using the [strategic planning process](#). This involves all areas of the institutions and uses multiple sources of stakeholder feedback, Community Survey, NL SSI, Noel Levitz CESS (Employee Survey), and student success data. For the 2018-21 Strategic Plan, all employees were involved through [work-group discussions](#) and [round-table discussions](#) on priorities held during the fall and spring all-college in-service. Once the feedback was collected and analyzed by the Strategic Leadership Team (SLT), strategic goals and initiatives were developed. The goals were then vetted through the Administrative Council and prioritized, then shared with the Board of Trustees and with all employees.

New initiatives are launched either in the fall or in the spring semesters at the all-college in-services. Cowley action project teams consist of volunteers that represent the different areas of the college. Each action project has a team that meets monthly to develop action steps and a timeline for completion. The goals and initiatives in the strategic plan are all managed the same way. A champion and chair are assigned to each team and they assemble a cross-functional team that will develop action steps to achieve the goals. This structure mirrors the AQIP action project process that was used previously. The teams then complete the forms that using a shared file in Microsoft 365 One Drive ([example SI 6.1](#)). These forms include a place to report their action steps, a title for their team, their goals and measures and anticipated time frame for completion. Once the plan is launched, teams submit updates every two months on their progress to the Chair of the SLT. An annual report on the progress is developed and shared online and through the SLT. In addition, the PA are reported on annually to the KBOR.

6P1.B Aligning the Systems Portfolio, Action Projects, Comprehensive Quality Review and Strategy Forums

Cowley started the AQIP journey in 2001 and at that time, developed an AQIP Steering Committee. This committee was made up of faculty, staff and administrators, and was similar to a previous team called the Quality Leadership Team (QLT). In 2015, the team was changed to the [Strategic Leadership Team \(SLT\)](#) and was expanded to include more members.

Cowley has attended five Strategy Forums starting in 2003. These forums have always led to action projects to drive institutional change. Systems Portfolios have been submitted in 2004, 2007, 2010, and 2014, along with Comprehensive Quality reviews in 2008 and 2016. With this cycle of forums, action projects and systems portfolios, Cowley has been able to maintain momentum.

After each Systems Appraisal Feedback Report, an analysis of opportunities and strengths was done by the AQIP Steering Committee and action plans developed for how to address the opportunities. These opportunities were then the focus of the next AQIP Action Projects.

As mentioned above, a goal of the College is to align all strategic initiatives under one umbrella to better align resources toward quality improvement. This was the focus of the 2014 strategy forum that led to an action project called Organizational Design and Structure for Continuous Improvement which was used as a basis for the development of the 2015-2018 Strategic Plan along with related [indicators of success](#).

[Past Action Projects](#) are varied and can be viewed in the archived action projects on the Cowley website.

Once the new strategic planning process started in 2015, the action projects have been embedded in the [Strategic Planning document](#) and have been relabeled as Strategic Initiatives.

Results

6R1 What are the results for continuous quality improvement initiatives?

Cowley measures success of continuous quality improvement by the progress made by the teams and by the development of new processes related to the action project. All employees were involved in the initial launch of the 2015 strategic plan through teams. These teams meet during the 2016 spring in-service and were tasked with developing action plans and timelines. The teams report their progress bi-monthly using a shared file in Office 365. The [PTK initiative report](#) is an example of how the forms are used to track progress. An annual report is completed and shared with employees, showing the progress being made on the strategic initiatives. The [2016 update](#) shows the status of the projects in the 2015-2018 Strategic Plan. The end result is the completion report showing the status of each strategic initiative in the Strategic Plan final update.

Embedded in the Strategic Initiatives is the [KBOR Performance Agreements](#). These are assessed at the state level and Cowley has met the number of goals needed for performance funding..

6I1 Improvement

Cowley has developed initiatives for the 2018-2021 strategic plan for implementation over the next three years. There were a few changes in the timeline that was modified from the 2015-2018 plan.

Sources

- 2015-2018 Strategic Plan
- 2016 Community Survey Results Summary
- 5B6 SI 12a PTK initiative on low completion by demographic
- 5B6 SI 61a Organizational design and structure for continuous improvement
- AQIP Fall 15
- Breakout Groups goals 2018
- Cowley CC AY16 Perf Report and Narr-rev

- Cowley CC AY17 Perf Rept Narr-Rev
- Evidence teams
- HLCSLT team members
- Indicators of Success summary
- inservice priority results
- PAST ACTION PROJECTS
- Strategic Planning Process Map - Rev 2017
- Strategic Planning2016Report

6.2 - Culture of Quality

Culture of Quality focuses on how the institution integrates continuous quality improvement into its culture. The institution should provide evidence for Core Component 5.D. in this section.

6P2: PROCESSES

Describe how a culture of quality is ensured within the institution. This includes, but is not limited to, descriptions of key processes for the following:

- Developing an infrastructure and providing resources to support a culture of quality
- Ensuring continuous quality improvement is making an evident and widely understood impact on institutional culture and operations (5.D.1)
- Ensuring the institution learns from its experiences with CQI initiatives (5.D.2)
- Reviewing, reaffirming and understanding the role and vitality of the AQIP Pathway within the institution

6R2: RESULTS

What are the results for continuous quality improvement to evidence a culture of quality? The results presented should be for the processes identified in 6P2. All data presented should include the population studied, the response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared.

6I2: IMPROVEMENT

Based on 6R2, what process improvements to the quality culture have been implemented or will be implemented in the next one to three years?

Responses

6P2.A. Developing an infrastructure and providing resources to support a culture of quality

Cowley started Continuous Quality Improvement (CQI) in 1996 with participation in the Continuous Quality Improvement Network (CQIN) and the Kansas Award for Excellence (KAE), which was a quality award based on the Baldrige Criteria. Cowley was one of the first schools to use the Baldrige Criteria for an HLC report, completing a non-traditional self-study in 2000. The College has had an established quality council since that time. The original Quality Leadership Council became the AQIP Steering Committee, and now has become the Strategic Leadership Council (SLT). The SLT was established with the new strategic planning process in 2014, consisting of a cross-section of employees serving to review data and help develop goals and initiatives during the planning process. Members of the SLT serve as Champions for

Strategic Initiatives (SI) and report on progress made toward initiatives (action projects) at team meetings.

Each SI team has a Microsoft Office One Drive file created by the chair of the SLT ([example SI21c](#)). This file includes the report template that is used to share goals, timelines and progress and is updated bi-monthly. The SLT chair and the HLC Accreditation Liaison Officer have access to these files so information can be gathered when completing accreditation reports, strategic plan updates, or other purposes. The form has a place to request budget needs for the initiatives (action projects) which are discussed during the March SLT meeting for inclusion in the budget for the coming year.

Cowley has a process in place that allows any employee to make suggestions on strategic initiatives. The process is called the [Cowley Action Team](#) (CAT) and uses an online suggestion form found on the College website.

6P2.B. Ensuring continuous quality improvement is making an evident and widely understood impact on institutional culture and operations (5.D.1)

The College places an emphasis on continuous improvement and strives to maintain a quality culture. When an issue is identified, a team is developed to explore solutions. Cowley uses cross-functional teams when interviewing potential new employees and develops teams to explore strategic initiatives. [Teams members](#) serve voluntarily and they are empowered to impact change in their work groups or in college operations. The most recent teams developed were HLC [Evidence Teams](#), consisting of faculty, staff and administration.

During in-service activities, a presentation by the chair of the HLC Steering Committee or the SLT provides [updates on the strategic initiatives](#), and any process changes in institutional culture and operations. Quality improvement is made evident through activities during in-service that assign employees to work groups for [discussing improvement initiatives](#) and identifying all the advancements made in the past years (example [Cowley Proud](#)).

A focus on quality improvement is apparent in the data shared at meetings or disseminated via email. The [AIM](#) (Accountability and Institutional Measures) document is reviewed and analyzed by each responsible VP, and the AIM document combines all indicators to provide an overall dashboard. Administrative Council reviews performance data and reports data to the Board of Trustees. 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. Information submitted to state and federal agencies, as well as comparative data, are available to anyone on those agencies' web sites. (5.D.1)

Cowley's commitment to continuous quality improvement is apparent in hiring documents and on evaluation tools. All Job Descriptions include a statement under the Required Knowledge and Skills section that says, "Understanding of and commitment to quality improvement". All faculty complete a [Job Target form](#) that lists the goals for the coming year. This process is outline in the negotiated Master Agreement. Non-faculty employees list their goals on

the [Performance Appraisal](#) form. These goals are then reviewed by the appropriate administrator and resources are assigned, if needed.

6P2.C Ensuring the institution learns from its experiences with CQI initiatives (5.D.2)

The College learns from its experiences with CQI initiatives through feedback and reflection of processes. As mentioned in 6P1, Cowley had three major types of initiatives that were being developed and reported on, each with a different process. As a result of the 2014 strategy forum, a new initiative was developed on organization design, which was included in Goal 6.1 in the last [strategic plan \(2015-2018\)](#).

Goal 6.1 Strategic planning is on a cyclic schedule with input from all constituents.

- SI 6.1a Organizational design and structure for continuous improvement.
- Action Plan 1: Develop of cycle of planning that integrates stakeholder feedback and data collection.
- Action Plan 2: Merge the budget cycle with the strategic planning cycle to better allocate resources.
- Action Plan 3: Integrate the strategic planning cycle with outside reports, like the KBOR performance agreements and AQIP action projects

After going through the 2015-2018 cycle, it was determined that the new process was successful, so it was used again in the development of the 2018-2021 plan.

The biggest challenge has been incorporating new processes into the College culture so that they continue during times of employee turnover. To help address this, most of the teams have an administrator or director on the team so that the process is developed with sustainability in mind.

Performance data is shared and analyzed by a variety of groups on campus to meet changing needs; for example, the Business Services area analyzes data related to bill paying and invoice processes. Data related to the technology is reviewed by the VP of Information Technology. Enrollment reports are analyzed by the Executive Director of Enrollment Management. Academic reports are analyzed by the VP of Academic Affairs. Each administrator is responsible for analyzing the data related to their service area. This data is then used to develop strategic initiatives for the following year or to make modifications in existing processes. (5.D.2)

6P2.D. Reviewing, reaffirming and understanding the role and vitality of the AQIP Pathway within the institution

The College has reviewed and reaffirmed commitment to the AQIP process, most recently in 2016 during the reaffirmation of accreditation process. At this time, the HLC team and administration discussed the pros and cons of the major pathway options. The College decided to continue in the AQIP process because it provides structure to help keep the College on track with quality processes. Cowley has been involved in quality improvement initiatives for twenty

years and understands the value of involving employees in developing processes and shared governance.

6R2 Results

Cowley uses several tools to measure results in the area of quality improvement. The Noel Levitz College Employee Satisfaction Survey (NLCESS) has items in the campus culture section that relate to quality.

- There is a spirit of teamwork and cooperation at this institution (Q26).
- Efforts to improve quality are paying off at this institution (Q29)
- Employee suggestions are used to improve our institution (Q30).

Data from the [comparative 2016 - 2018 report](#) suggest that employees are more satisfied in the 2018 report with a decline in GAP scores and an increase in the satisfaction mean for each of the three items.

As mentioned in 6P2B, Job Targets have goals listed and Performance Appraisals have goals and ratings that are used as measures. Due to the nature of these tools, they are not compiled for sharing. Another measure of continuous quality is the participation of employees on teams and [committees](#) and the completion of action projects (strategic initiatives), as apparent in the [2015-2018 final report](#).

6I2 Improvements

A recent addition to the quality culture is a strategic plan goal addressing shared governance. A statement on shared governance was added to the negotiated Master Agreement during the 2018 negotiation cycle leading to a bigger discussion on shared governance. A team was formed with faculty, staff and administrative members to develop definitions and processes related to shared governance was included in the 2018-2021 Strategic Plan.

- Goal 6.1 Address employee needs and concerns during decision-making processes.
- SI 6.1a. Develop a shared governance structure that reflects best practice

The team is currently developing a [shared governance document](#) with key terms, and has developed a form that can be used to outline a proposed change, in order to get feedback on how the proposed change will affect other areas of the institution. This form was used as a trial in 2019 when the Executive Director of Institutional Effectiveness proposed a new software application for data collection, Tableau. The form outlined the purpose for the new software and was sent to areas that might be affected by the proposal; area representatives then returned the form with comments to the Executive Director. The main purpose is to communicate change, bring forward possible concerns that were not previously identified and increase collaborative work processes.

Sources

- 20152018 Strategic Plan
- 5B6 SI 21c Revise and implement Cowley 101 and First Year Experience
- 5B7 Committee Membership List
- Appraisal Report Summary O
- Communication Survey Results
- Comparison Report 2016 to 2018 CESS_2018 021318
- Copy of Cowley College 2017 CESS_Comparison Report
- Cowley Action Team
- Cowley College Accountability and Institutional Measures AIM(2)
- Cowley Proud 2015
- Current initiatives
- Evidence teams
- groups inservice feb 2016
- Individual Job Target Plan-Form
- inservice 2019
- PERFORMANCE APPRAISAL FORM
- SharedGovDocRev
- Strategic Plan final update 2015-2018