



Assurance Argument

Cowley College

Review date: 11/4/2024

1 - Mission

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

1.A - Core Component 1.A

The institution's mission is articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.
3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

Argument

1.A.1

The College aligns mission development with Administrative Procedure (AP) [101 Mission and Related Statements](#). AP101 defines the College's constituency groups, establishes its enrollment profile, and includes an operational process where mission and related statements review occurs during a year of reflection preceding three, active years of the strategic planning cycle. The Office of Institutional Effectiveness (IE) administers the procedure with its embedded environmental scan to identify points of data that may indicate changes to constituency, institutional status, and state-approved capacity to administer financial aid and other programming unique to public, open admissions, two-year institutions.

Cowley College's shared governance model for mission development includes opportunities for internal and external stakeholder contributions as part of the [strategic planning cycle](#). The most recent mission, vision and core values review occurred in the spring of 2021 as part of a new year of reflection embedded between the conclusion of the [2018-2021 strategic plan](#) and commencement of the new 2022-2025 strategic plan. Cowley College's governing body followed with mission review in July 2021, [reaffirming the mission](#) at the September 2021 meeting.

The mission is operationalized through action that supports the College's constituents and its enrollment profile. A variety of touchpoints including [new employee orientation](#), [faculty job target setting](#), [annual employee evaluation](#), [new program proposals](#), and stakeholder surveying reinforce stakeholder understanding of mission, vision and values.

The IE Office [assesses operationalization of mission](#) using the Noel Levitz College Employee Satisfaction Survey (CESS) and Community Stakeholder Survey as part of the environmental scan. 2024 CESS results indicate employees believe organizational goals are consistent with mission and vision and leadership commitment to the core values has improved, but the performance gap for employee understanding and support of the mission, purpose, and values has increased from the 2021 survey.

1.A.2.

Cowley College's five year cycle of policy review also ensures its mission is current. A review of [Policy 101.00 Mission and Related Statements](#) by the Administration Council (AC) and subsequent, two readings for review and approval by the Board of Trustees occurred during the spring of 2023. The College's [mission and related statements](#) reference its commitment to student-centered instruction, educational quality, public service, responsibility to contribute to societal improvements and workforce preparation.

Core Value Accountability, "We are accountable to the community to educate students and to sustain and improve society," references the institution's emphasis on access to education. As an open admissions institution, Cowley College creates access through [special tuition rates](#) for dual credit high school students, instructional partnerships with concurrent education partners (CEP) high schools, distance education, [articulation agreements](#), [program-focused initiatives](#), and targeted outreach to [student subgroups](#). Accountability and Institutional Measures (AIM) [Educational Access](#) team monitors a set of metrics and creates action plans to address deficiencies when indicated.

Accountability to stakeholders was demonstrated with responsive access to education during the COVID-19 pandemic using [AP130 Crisis Management Plan](#). The [use of federal CARES dollars](#) to meet student aid needs, support payroll, and create a safe learning environment for students to return to attests to the College's commitment to its Core Value, Integrity. The College's 2021 and 2022 fiscal year (FY) audits also show \$3.2 million in financial aid with an additional \$3.2 million invested in the institution.

The mission, vision and core values reference instruction stressing the importance of providing a quality education through a student-centered learning environment centered on honesty, trust and respect. Cowley College emphasizes instruction through the [hiring of qualified faculty](#), annual budgetary investment in professional development for faculty, academic assessment activities including feedback from students, and investment in technology. Investment in instruction is highlighted in the competitive pay offered by the College to faculty: average full-time faculty pay at Cowley College (\$60,085) is 9.9% higher than the average pay offered by its Kansas community college peer cohort (N=10; highest pay=\$60,631; lowest pay=\$49,255; Kansas Association of Community College Business Officer's Data Book).

Information from the 2022 Noel Levitz Student Satisfaction Inventory's (SSI) Instructional Effectiveness scale demonstrates the results of the College's emphasis on instruction: Cowley College students are more satisfied (6.04) when compared to students attending institutional members of the National Community College (5.94) and the Midwestern Region cohorts (5.94).

Cowley College serves the public through continuing education coursework, community programming and economic investment in its Kansas and Oklahoma service area. According to the [2023 fall economic impact study](#), Cowley College's total economic impact equaled \$203.5 million or

3,071 jobs supported. Additionally, study analysis revealed an average annual rate of return for its students of 34.8%, an increase of 17% since the 2019 study.

1.A.3.

Cowley College's mission commits to [Policy 250.00 Admissions](#) as an open admissions institution serving all individuals who can academically benefit from its educational programs. The provision of opportunities without admissions qualifications include but are not limited to academic preparedness or ability to pay and exemplifies its status as a publicly funded, community college and Title IV federal financial aid awarding institution.

The nature, scope and intended constituents supported by the mission are defined in the following ways by [AP 101 Mission and Related Statements](#). The scope of constituents includes two primary groups: internal and external stakeholders. Internal stakeholders include prospective students; degree and non-degree seeking students; participants in non-credit, personal enrichment opportunities; alumni; and employees. External constituents include individuals living in the taxing district as defined by Kansas statute and in the service area identified by the Kansas Board of Regents (KBOR) as well as organizational partners to include four-year university transfer partners, high schools, and business and industry entities.

1.A.4.

Cowley College's mission to provide opportunities for learning excellence, personal achievement, and community engagement along with its vision to champion the relevance of two-year colleges guides academic offerings that include credit-based coursework leading to the conferring of liberal arts degrees and [CTE degrees, certificates and credentials](#). The College's Workforce and Community Education Center offers non-credit courses for students interested in personal growth, cultural experiences, and career support through a variety of services including [Golden Tigers](#) programming, Ed2Go distance education, business and industry training, educator continuing coursework, medical certification continuing education, and employment support through its partnership with the Kansas Workforce Alliance (KWA). Services through the KWA partnership includes career assessment tools (FOCUS2, Kiersey Temperament, Jung Personality Test), career exploration through O*Net, and Workforce Alliance of Southcentral Kansas programming funded through the Workforce Innovation and Opportunity Act (WIOA). [2021 Community Stakeholder Survey](#) results verify the increased satisfaction with the offerings and services provided by the constituents engaged with the College in its state-assigned service area (Cowley and Sumner Counties).

[Academic offerings at Cowley College](#) include 47 liberal arts pathways facilitating student transfer to four-year institutions and 27 CTE programs for entry into the workforce. Academic course offerings consistent with mission include remedial English and math education with updates to math curriculum delivery to better meet student needs and recent updates to accommodate English language learners (ELL).

The College's enrollment profile is consistent with its stated mission, including dual credit students, Pell recipients, degree- and non-degree seeking students as well as adult learners, first generation students, students seeking workforce preparation, and underprepared students.

Information about the College's [fall enrollment profile](#) is reviewed annually by administrator and department leads and shared with internal and external stakeholders through "By the Numbers," a newsletter/fact sheet, the annual ["Who We Serve"](#) publication, and on the [Student Right to Know](#)

report on the General Information webpage. The IE Office completes reviews of the annual year enrollment profile with the Administrative Council (AC) and other department experts during a review of the state Annual Year (AY) Collection. Information from both enrollment profiles is used in the College's Enrollment Management plan and for strategic planning targets.

The primary student subgroups that comprise Cowley College's enrollment profile have changed very little since 2019 fall, however trends that may become a significant impact in the future include: declining numbers of students enrolling in general education curriculum with a corresponding increase in student participation in CTE programs; declining percentage of Kansas "college-going" high school graduates; increasing local Hispanic Latino community membership; and an aging service area population.

Changes in Cowley County's Hispanic Latino community without corresponding change in the College's enrollment profile prompted the development of strategic action in the 2022-2025 strategic plan. Strategic Initiative Team 2 IMPACT's goal to "Increase enrollment and retention rates for Hispanic Latino students," has focused support resources for this student subgroup. Support includes the hiring of a third full time, bilingual employee during the first strategic planning action year and additional academic advising supports for Hispanic Latino students and demonstrates commitment to core value, People, emphasizing the importance of human relationships, diversity, and sense of community. The team did not meet its enrollment goal at the end of year one, however, first to second fall retention for degree-seeking first time college students did increase by 3%. Information from IPED shows Cowley College's percentage of historically underserved students in its enrollment and support to those students is [comparable to its peers](#).

Student support services consistent with mission and enrollment profile:

- Underprepared Students
- [Adult Basic Education](#)
- Corequisite remedial English and math education
- Tiger Learning Center (TLC)
- At Risk Students (English Language Learners, [First Generation](#), Students with Disabilities, Low Income Qualifying)
- Bilingual admissions representatives to support Hispanic Latino students
- Disability Coordinator
- IMPACT Student Support Services (TRiO) College Student Programming
- International Student Coordinator
- Mental Health Counseling
- Upward Bound (TRiO) High School Student Programming
- Community Based Students
- Concurrent Educational Partnerships: Support for dual credit students
- Corrections Education Program Coordinator; Winfield, Kansas (KS) Correctional Facility

Cowley College provides remedial English and math coursework to serve underprepared students during their first year as a degree-seeking student if required by placement standards. English remediation is currently offered in a co-requisite setting to facilitate student progression to first college gateway coursework. Math faculty engaged with other Kansas peers to develop standardized outcomes and approaches to expand delivery of co-requisite remediation. The College's most recent three [KBOR Performance Agreements](#) show improved success rates for first-time college students enrolled in remedial coursework including improved fall to fall retention and first-year academic achievement (GPA). Success in remedial and subsequent college gateway coursework is essential for

early momentum during the first year. Because students who fail typically do not continue to degree completion, the College reviews metrics in the Accountability and Institutional Measures [AIM Retention dashboard set](#) to create action to support student success. Initiatives during the 2023-2024 academic year included English course creation to support English language learners (ELL) and increasing student engagement with academic support services (2022-2025 Strategic Plan). The [Tiger Learning Center](#), a key academic support, implemented Accudemia, a cloud-based academic center management system, and increased outreach to students with progress grades of D and/or F.

The College supports education access for students through special tuition rates for specific academic programs (education, online nondestructive testing) and for [Kansas high school students](#) through AcceleRate and Excel in CTE. 2021 Community Stakeholder Survey feedback supports the need for affordability with 78.5% of the 223 community stakeholders who identified themselves as a current student, prospective student, parent of high school student, and/or parent of college student said they agreed or strongly agreed that Cowley College offers affordable tuition. However, these stakeholders also provided qualitative feedback expressing concern about rising student fees. The College uses information about cost and aid to students in the [Accountability and Institutional Measures \(AIM\) Institutional Effectiveness dashboard set](#) to monitor net price.

1.A.5.

The College articulates its mission through vision, core values statements and strategic theme statement aligned with general education. Strategic planning institutional priorities in FIERCE, the current plan, reflect mission and related statements:

- Priority 1. FOCUS: Cowley College identifies and meets student needs through teaching and learning processes aligned with unique support systems to support its core mission, student success.
- Priority 2. IMPACT: Cowley College leverages resources to increase scope, minimize student constraints and improve operations.
- Priority 3. EQUITY: Cowley College creates a strong community that demonstrates inclusive and equitable treatment of its stakeholders.
- Priority 4. RELEVANCE: Cowley College adapts to meet changes in higher education and stakeholder needs.
- Priority 5. COMMUNITY: Cowley College commits to the public good by creating engagement and value for its service area.
- Priority 6. EQUIP: Cowley College invests in its employees to create a culture that promotes personal and professional growth.

Mission-focused statements are found as [public information](#) on the College's website and social media platforms, included in the [academic catalog](#), [strategic planning publications](#), annual [President's Report](#), in the [Employee Handbook](#) and [Master Agreement](#), and is publicly stated at each public meeting of the Board of Trustees.

Sources

- 1.A.1. 2018 2021 Cowley College Strategic Plan
- 1.A.1. 2021 Fall Board of Trustee 2022 2025 Strategic Plan Mission Reaffirmation
- 1.A.1. 2024 Performance Review
- 1.A.1. Academic Job Target Template
- 1.A.1. AP101 Procedure on Mission and Related Statements
- 1.A.1. Assessing Mission Effectiveness through Stakeholder Feedback
- 1.A.1. Mission Alignment in Strategic Planning
- 1.A.1. New Employee Orientation 2024
- 1.A.1. New Program Request Form Advanced EMT 2023 Spring
- 1.A.2. 2024 HEERF Annual Report Year 4
- 1.A.2. AIM Educational Access Dashboards
- 1.A.2. Articulation Agreements
- 1.A.2. Cowley College Lightcast FactSheet
- 1.A.2. Cowley College Mission and Related Statements
- 1.A.2. Dual Credit Student Special Tuition Rates
- 1.A.2. Education Excellence through Qualified Faculty Hiring
- 1.A.2. Focused Educational Partnerships
- 1.A.2. Policy 101.00 Mission and Related Statements with 2023 Board Approval
- 1.A.2. Policy 130.00 AP130 Crisis Management Plan
- 1.A.2. Supporting Access for Military Personnel
- 1.A.3. AP101 Procedure on Mission and Related Statements
- 1.A.3. Policy 250.00 Admission
- 1.A.4. 2022 2023 Presidents Report with Who We Serve
- 1.A.4. Academic Offerings at Cowley College
- 1.A.4. Access for Historically Underserved Students
- 1.A.4. AIM Financial Accountability Metrics
- 1.A.4. AY 2022 KBOR Performance Report
- 1.A.4. Cowley College Enrollment Profile
- 1.A.4. Cowley College Supports Kansas High School Students
- 1.A.4. Cowley College Supports the Kansas Workforce
- 1.A.4. Generation One
- 1.A.4. Golden Tigers Community Education
- 1.A.4. Kansas Adult Education Program Portraits 2023
- 1.A.4. Mission Driven Community Engagement and Support
- 1.A.4. Serving Underprepared Students through Remedial Education
- 1.A.4. Student Body Diversity at Cowley College 2023
- 1.A.4. Tiger Learning Center Annual Report 2024
- 1.A.5. 2022 2025 Cowley College Strategic Plan Flyer
- 1.A.5. Articulating Mission through Institutional Events
- 1.A.5. Articulating the Mission through Public Information
- 1.A.5. Course Syllabi Template
- 1.A.5. Presidents Report 2023 2024

1.B - Core Component 1.B

The institution's mission demonstrates commitment to the public good.

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

Argument

1.B.1.

The College's mission, vision and core value statements guide for institutional action related to strategic initiatives, individual job targets, departmental goals, and in planning by the Administrative Council and Board of Trustees. The College's governing body is elected by and represents local taxpayers, focusing action on the public good. Board of Trustees membership was expanded with the construction of the Sumner Campus in 2017 to include a representative from Sumner County to speak for the taxpaying constituency which invested significantly in a new campus. Local community members satisfaction with the College's demonstration that it supports the public good increased with a mean score of 4.23 and 84.8% of respondents selecting agree or strongly agree when asked if Cowley College makes a positive impact on the community it serves (2021 Community Stakeholder Survey).

The College acts to demonstrate its support of the local community through [access to college facilities](#) and prioritization of local businesses when considering multiple project bids and through a multi-year deferred maintenance project resulting in a more energy efficient campus. Investment in COVID-19 funding in [learning supports](#), easy-to-disinfect campus furnishings, improvements to disinfecting capabilities for the HVAC system, mask distributions to students and employees, and vaccination clinics also demonstrate service to internal and external stakeholders. Information collected for the [2023 economic impact study](#) shows:

- >90% of the College's employees live within the local community
- Net impact of operations spending added \$20.3m in income to the regional economy (FY 2021-2022)
- Net impact of former students currently employed in the regional workforce amounted to \$179.4m in added income (FY 2021-2022)
- Total impact of Cowley College was the equivalent of 3,071 jobs supported.

Institutional focus on public service included continued resource investment for [Upward Bound](#), a TRiO program that meets the educational needs of local high school students who meet federal guidelines for socioeconomic and/or academic support needs. Recent grant proposal language communicates a strong connection between the program and the College through financial aid and literacy workshops, career assessment, college visits, after-school and online tutoring, and on-campus

mental health resources. The most recent grant provided funding for 63 participants and success data from 2020-2021 report exceeded grant goals with a 98% secondary school retention and graduation rate and a 73% postsecondary enrollment rate.

2022-2025 institutional priority team, Community, focused action on community support during the first and second years of the current strategic plan. The team met all goals through increased community sponsorships, increased community events for a broader group of participants, member participation in community events, and event coordination with [Big Brothers Big Sisters](#), a local nonprofit organization.

Supporting student goal attainment including award completion, ability to transfer out, and workforce readiness provides additional significant evidence of the College's commitment to serve the public. [AIM Student Success](#) metrics show the College met each of its overarching targets for number of awards conferred annually, 150% completion cohort success rate, employment in the region during entry year following award completion and average transferred out GPA for new transfer students from Cowley College. Future focus to support student subgroup success includes improving rates for Pell recipients and international students and targeted improvements to support graduate employment rates compared to Kansas peers.

1.B.2.

The College demonstrates that educational responsibilities take primacy over other purposes through regular investment in new academic programs partnered with increased instructor and facility support. Introduction of new programs to meet local and state workforce needs include Farm & Ranch Management (2019), Carpentry/Construction Trades (2021), Advanced Emergency Medical Technician (2023), Precision Agriculture (2022), Graphic Imaging Design (2023), and Wind Technology (2023). The College also provides robust support for existing programs through technology expansion in the classroom, classroom remodeling, and the recent, two-year capital campaign for the construction of the new Tyler Technical Education Center.

Language in the [2022-2023 Audit Report](#) connects the mission and related statements to resource allocation, stating on pages 7 and 8 that the College continues to ensure financial sustainability despite state appropriations' cuts and flat enrollment and remains "fiscally sound and focuses on student success by integrating budget development and strategic planning." The FY 2023 audit categorized 83% of college operating expenses as scholarships and grants, departmental expenses, and salaries and benefits.

Feedback in the [2022 Multi-Location Visit Peer Review Report](#) (2022 MLV) demonstrates the College embeds plans for growth and maintenance of its locations and investments have been made that validate the primacy of instruction: "All three sites provide more than adequate facilities to meet the students' needs. Instructors and students at Mulvane Technical Center site (MTCS) have access to modern training equipment for their training programs. Instructors confirm they are able to acquire additional resources as needed and the students describe the extensive access they have to using the equipment for practice, computers for course assignments, etc."

College leadership recognizes the relationship between the support of educational responsibilities and investment in qualified instructors and support staff. After visiting multiple locations for the 2022 MLV, the review concluded that Cowley College has robust hiring processes that hire qualified instructors who are then given "more than adequate" support to grow pedagogically. The College also recognizes the correlation between equitable pay and organizational excellence, investing in a

[pay study analysis](#) with Korn Ferry, a global organizational consulting firm, in 2018-2019. Analysis included internal equity of pay analysis with comparisons with similar organizations, review of job descriptions, and reassignment of grade level positions for roles, resulting in increased pay for entry level roles and the creation of a new, annual longevity bonus to increase employee retention.

Investments in increased data analytic capabilities began to produce benefits to support educational responsibilities through the 2018-2021 strategic plan's Knowledge Management strategic initiative. Dedicated resources including campus-wide Tableau licensing, Snowflake cloud storage, and collaborative work with a Tableau partner allowed the IE Office to increase data literacy on campus and democratize data access to support teaching and learning through academic program review, general education outcomes, and online student support dashboards. The College's [quality initiative](#), includes specific success data for data literacy initiatives and provides greater detail about organizational response to Commission feedback about the AIM and organizational data use.

1.B.3.

The College engages with external constituencies to meet changing needs including but not limited to community surveying, monthly trustee meeting [public comment period](#), "[Tell the President](#)" web link, and annual academic [Advisory Council](#) meetings. New program proposal procedures include required constituency feedback about program; the previously attached new program request for AEMT included information about program requests from local industry partners, advisory committee membership listing, and letters of support. (Appendix B) And reviewer feedback from the 2022 multi-location site visit includes, "Conversations with the President and key administrators confirm that the institution consistently works with external partners to evaluate need and provided examples of programs developed in response to need, including welding, emergency management, first responder training, etc."

Cowley College also engages with K-12 partners to support Perkins V program participation. The 2024 [regional needs assessment](#) includes analysis of labor market information alongside current K-12 and college programming to develop strategies that meet the needs of local special populations such as English learners and individuals from economically disadvantaged families through new CTE programming. Current recommendations include increasing academic programming to include eight new programs that meet local workforce needs.

Concerted work with external partners began in 2020 fall to support residents of the Winfield (KS) Correctional Facility (WCF). Academic administration created learning spaces with WCF personnel, sought grant funding through the Kansas Department of Corrections (KDOC), and applied to become an awardee of "Second Chance Pell" aid for prospective students. The College currently offers classes in two workforce certificate programs with recent approvals from KDOC to offer additional [workforce certificates and associate's degrees](#). As of the 2023-2024 academic year, WCF residents have earned 109 short-term certificates in three program areas (Carpentry/Construction Trades, Electromechanical Maintenance, and Welding Technology), preparing them for employment following release.

The College is currently seeking approval to offer additional award and program offerings as a Prison Education Program (PEP). Approval from [KDOC](#) was received in July 2024 and [approval](#) for Cowley College's [substantive change request](#) to offer the Associate of Applied Science (AAS) degree in Electromechanical Maintenance Technology.

Evidence that the College responds to the socioeconomic and workforce needs of its local

constituency include:

- [Reduced tuition](#) for in-district college students and special tuition rates for dual credit students, educators and public safety officers;
- Robust administration of [Kansas Promise](#) aid (last dollar, state-funded aid);
- Lower rate of mill levy change for taxing district property owners: Cowley College +0.08%; Kansas Peers +1.04% (FY2014-FY2023, 2024 Community College Data Book);
- 2018-2022 strategic plan goal to increase the number of certificates and degrees awarded resulted in an increased percentage of total awards to Kansas students (2018: 82.6%; 2020: 84.0%) and 90.2% of CTE awards to Kansas students, benefitting the local economy;
- KBOR Follow Up Collection three-year average of 98.5% for Perkins program participants furthering their education and/or employed by first fall after reporting year (2020/2021: 98.4% or 483/491; 2021/2023: 98.1% or 578 of 589; 2022/2023: 98.8% or 600/607);
- Three-year average course success rates for WCF students (ABC/ABCDFW): 94.5% (761/805 enrollments); and
- Completer success for WCF students for academic years 2020/2021 through 2022/2023: 80 workforce certificates in welding and/or electromechanical maintenance technology.

Sources

- 1.B.1. 2023 Economic Value of Cowley College
- 1.B.1. AIM Student Success
- 1.B.1. Community Access to Facilities
- 1.B.1. Focus on the Future Big Brothers Big Sisters 2024 Spring
- 1.B.1. Planning for Crisis How Cowley College adapted to COVID 19 from Tableau Study Hall
- 1.B.1. Upward Bound at Cowley College
- 1.B.2. 2022 2023 Audit Report
- 1.B.2. 2022 Multi Location Visit Peer Review Report
- 1.B.2. Cowley College 2024 Quality Initiative Report
- 1.B.2. Korn Ferry Pay Study
- 1.B.3. Business and Social Sciences Department Advisory Council Meeting Minutes SP24
- 1.B.3. Carl D Perkins V Comprehensive Regional Needs Assessment 2024 2026
- 1.B.3. Cowley College PEP Application Form 202406
- 1.B.3. Cowley College PEP MOA
- 1.B.3. HLC PEP Application Form
- 1.B.3. HLC PEP Panel Response.pdf
- 1.B.3. Kansas Promise Aid
- 1.B.3. KDOC Approved PEP Programs.pdf
- 1.B.3. Public Comment by Student Organization
- 1.B.3. Supporting the Community through Reduced Costs
- 1.B.3. Tell it to the President

1.C - Core Component 1.C

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

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

Argument

1.C.1.

Curricular and cocurricular activities align with mission and global learning outcomes (GLO) that support informed citizenship and workplace success. General education curriculum supporting workplace success includes general education courses that increase written and spoken communication effectiveness. math literacy, research skills (NAS4126 Research Methods; NAS4127 Undergraduate Research), critical thinking and problem-solving skills, teamwork, and computer technology skills. CTE programs support workplace success through technical skill attainment unique to each program's industry standards. [Cocurricular opportunities](#) occur through participation on athletic teams and in club and organization settings. Some examples of specific skill development include:

- Communication: Act One Drama Club, Art & Design Club, Creative CLAWS, Media Club,
- Computational Skills: Math and Science Club
- Critical Thinking and Problem-Solving: Collegiate DECA, Collegiate Quiz Bowl, [Phi Theta Kappa](#) (PTK)
- Computer and Technology Skills: Gaming Club
- Leadership and Personal Development: Generation One, HOPE Squad, [Student Senate](#)
- Teamwork: Athletic teams; Collegiate Quiz Bowl, Cowley Trap Club

Cowley College also provides opportunities for students to participate in fine arts and cultural activities. Students may participate in theatre performances, vocal and instrumental music recitals and art exhibitions or indirectly as audience members. Perspectives gained through both types of participation are often used in response to course assignments and discussions.

Students develop skills to support informed citizenship through curricular activities including embedded service-learning projects (SOC6827 Serving & Learning: Impacting Community; SOC6869: Peer Service and Awareness), enrollment in political science courses and through cocurricular activities including Academic Civic Engagement through Service (ACES), Student Senate, HOPE Squad, and Voices Heard.

GLO assessment directly aligned with citizenship and workplace success include:

- Citizenship Skills
 - Students will demonstrate the knowledge necessary to achieve financial stability.
 - Students will demonstrate civic responsibility through community involvement.
 - Students will demonstrate working together in a group to reach a common goal.
- Communication Skills
 - Students will demonstrate the ability to speak in an accurate, correct, and understandable manner.
 - Students will demonstrate the ability to maintain positive relations with others and resolve conflicts
- Computer and Technology Skills
 - Students will demonstrate the ability to use computer literacy skills to achieve academic and career goals
- Critical Thinking and Problem-Solving Skills
 - Students will demonstrate the ability to recognize and define problems
 - Students will demonstrate the ability to devise and implement solutions

Faculty assess curricular offerings to demonstrate support for student success in the workplace during the [annual review of GLO statements](#). Assessment results from 2022-2023 show positive gains for “Students will demonstrate the ability to write in an accurate, correct, and understandable manner” (N=294; Communication Skills), “Students will demonstrate the ability to retrieve and manage information through the use of the internet” (N=288; Technological Skills), and “Students will demonstrate the ability to work together in a group to reach a common goal” (N=1,096; Citizenship Skills). The greatest need for improvement for the same academic year was “Students will demonstrate the ability to speak in an accurate, correct, and understandable manner” (N=418; Communication Skills).

Survey feedback collected from 149 student participants in 12 cocurricular activities over the most recent three academic years demonstrates the value gained by students. The top three skills selected by students were team building/teamwork, communication, and critical thinking/problem-solving. Qualitative feedback also included gains in time management, English language skills, internet communication (social media) skills, and persistence.

1.C.2.

Cowley College demonstrates inclusive and equitable treatment of diverse populations through policies and procedures, specialized personnel, unique supports, and diagnostic data analysis in the AIM.

Administrative policies and procedures communicate processes to reduce discrimination. Administrative Procedure (AP) 134 defines discrimination as “an act or an instance of making distinction; treatment or consideration of, or making a distinction in favor of or against, a person or thing based on the group, class, or category to which that person or thing belongs rather than on individual merit.” Additionally, AP403 includes prohibited behavior that may result in disciplinary action; these expectations include “incivility toward instructors, students, or guests in any type of classroom setting.” Other [policies and associated procedures](#) include 111.00 Employee Code of Conduct, 128.00 Non-Discrimination, Anti-Harassment, and Equal Employment Opportunity, 134.00 Campus Conduct, 146.00 Accessibility Statement, 403.00 Student Code of Conduct, and 470.00 Equal Opportunity.

The 2018-2021 Strategic Plan Institutional Priority Two focused on student and stakeholder needs,

specifically to understand and meet the needs of three student subgroups: international students, students with disabilities, and students from historically underserved Race and ethnicity subgroups. The College created a full-time coordinator role in 2018 fall to support a growing international student population that increased 1.8% between 2018 (3.4%) and 2021 (5.2%). This coordinator assists students with F-1 visa support, completes compliance reporting for The Student and Exchange Visitor Program (SEVP), and leads the International Student Organization, providing both international and American students with opportunities to learn from each other. More recently, English faculty acted on academic program review data analysis that demonstrated a need for a separate remedial English class for students in need of ELL curricular support. International student athletes are also supported through the [Tiger Athletics “adoption” program](#) where students are matched with families in the local community. Equitable data metrics (in-group analysis) in the AIM focus on success for international students and shows that while first to second fall retention increased 5% to 66% for the members of the 2022 fall cohort, the College did not meet its $\geq 64\%$ completion and/or transfer out rate goal for first time, full time, degree-seeking, fall cohort member, international students (2018 FA: 75%; 2019 FA: 71%; 2020 FA: 50%). Because data analysis demonstrates a relationship between retention and academic integrity violations, athletic personnel developed a [plan to address this need](#) in 2023 spring.

Strategic planning activities (2018-2021) also included goal SI 2.1c. Improve campus and online accessibility to be compliant. As a result, improved digital accessibility of Blackboard files increased from 52% to 86.1% and accessibility to information shared through the College’s website also improved. In addition, the College supported accessibility with nationally recognized speakers for the annual faculty [Summer Symposiums](#) and was recognized for its commitment to communicate curriculum, receiving the Universal Access Award from Simple Syllabus.

The College demonstrates equitable treatment of other ELL students through the employment of two, full time bilingual, Hispanic Latino admissions representatives and services provided by its ABE Center. Role responsibilities that support ELL students include Spanish translation services for FAFSA events and participation in strategic planning activities. Because of growth in the local Hispanic Latino community, the 2022-2025 Strategic Plan IMPACT team prioritized enrollment and retention goals for this student group while the EQUITY team is attempting to raise funding for an endowed scholarship to offset educational costs for Hispanic Latino residents of Cowley County. The College’s Adult Education Center supports local Asian and Hispanic Latino community members through ELL classes with additional offerings included as pre-requisite and concurrent classes in the general education curriculum.

The Veteran’s Administration (VA) and Military Representative serves the College’s military students and their dependents through enrollment services, including assistance in applying for benefits and aid. Cowley College was awarded the rank of Gold Standard Military Friendly School in 2022-2023 and is currently the only Kansas community college recognized for this achievement.

The College also employs a Student Accessibility Coordinator to support student success in the classroom. Accommodations available to students include text in alternate format, note takers, sign language interpreter services, extended test time, mobility guides, and Premier Assistive Technology and Dragon Naturally Speaking software programs. Compliance with the Americans with Disabilities Act (ADA) includes annual assessment of campus facilities by the Director of Maintenance, VP of Finance and Administration, and Student Accessibility Coordinator. Communication from the Tiger Learning Center brings student needs to the attention of faculty for other types of [accommodations during key observances.](#)

Use of [technology platforms](#) and data to quickly identify support needs for student subgroups is key for equitable treatment of student subgroups. The College's recent update of the AIM included diagnostic data analysis to identify equity gaps for student subgroups including historically underserved students, international students, students with disabilities, and underprepared students. Additionally, the development of a [student risk dashboard](#) that identifies obstacles to student retention and a student financial health dashboard identifying students with financial holds demonstrates the College's focus on students with limited financial means.

1.C.3.

The College fosters a climate of respect for faculty and staff through [shared governance](#), a focus of the 2018-2021 and 2022-2025 strategic plans. Both plans include goals to improve communication, create a culture of respect, and address employee needs during times of decision-making. The [2024 CESS](#) highlights improvements for the College regarding an environment of trust and respect and an increased commitment by leadership to show commitment to the Core Values, but other indicators demonstrate the need for continued work to improve communication, empowering employees, and fostering an environment of ethical behavior. Opportunities to learn about diverse backgrounds, ideas and perspectives are regularly included in [Professional Development Day](#) programming and other events.

Strategic initiative team members published a campus-wide [inclusion and diversity plan](#) in 2020 spring to support employee development and student retention. The plan aligns with the College's mission statement along with its core values including, "We respect individual differences" (People), "We promote respect through awareness and design and implementation of policies and procedures that protect and ensure student, faculty, and staff accountability" (Accountability), "We continuously monitor our actions to ensure our priorities demonstrate commitment to inclusion and diversity in the College and wider communities" (Integrity), and "As a community-based institution, our leadership practices actively acknowledge, support, promote and demonstrate inclusion and diversity as integral for fulfilling our core value principles" (Leadership). The College defined diversity at this time as "an opportunity to see, experience, and engage in the larger variety that makes up our community. By variety we mean there are various characteristics, roles, and supports that provide us with a sense of inclusion."

Curricular and cocurricular activities also foster a climate of respect across the campus including:

- Embedded assessment of student conflict resolution skill attainment (GLO: Students will demonstrate the ability to maintain positive relations with others and resolve conflicts) in COM2725 Interpersonal Communication
- Embedded assessment of student citizenship skills (GLO: Students will demonstrate ethical principles such as honesty, integrity, and tolerance) through Noel Levitz SSI feedback
- Embedded assessment of student citizenship skills (GLO: Students will demonstrate working together in a group to each a common goal) through completion of a service-learning project (SOC6811 Principles of Sociology)
- Opportunities to learn about human diversity in courses including Geography, Cultural Anthropology, and Ethnicity & Identity: Native American Literature
- Opportunities to learn from and work with other students through membership in Voices Heard, a club created to "encourage collaboration in creating an environment, college experience, and sense of belonging that is worth celebrating" and the International Student Organization with its purpose to "create a cultural exchange between all Cowley College students."

- Exposure to other cultures through college-sponsored events and special [dining hall theme nights](#)

Feedback from the 2022 spring SSI gives [key insights](#) about student subgroup importance and satisfaction ratings for items centered on respect. The College also includes SSI scale ratings in the AIM Retention “Sense of Belonging” dashboard to assess organizational climate from a student’s perspective.

Sources

- 1.C.1. Assessing Curricular Activities.pdf
- 1.C.1. Assessing the Impact of Cocurricular Activity Participation
- 1.C.1. Problem Solving in Phi Theta Kappa
- 1.C.1. Student Senate Constitution
- 1.C.1. Supporting an Informed Citizenry and Workplace Success
- 1.C.2. Accommodating Students during Ramadan
- 1.C.2. Addressing Student Retention Needs
- 1.C.2. Faculty Summer Symposiums
- 1.C.2. Policies and Procedures Supporting Inclusive and Equitable Treatment
- 1.C.2. Student Risk Dashboard
- 1.C.2. Technology Supporting Student Subgroups
- 1.C.2. Tiger Athletics Foster Family Program
- 1.C.3. Cowley College Inclusion and Diversity Plan
- 1.C.3. Creating Equity within a Climate of Respect for Students
- 1.C.3. Fostering a Climate of Respect
- 1.C.3. Shared Governance Philosophy
- 1.C.3. Shared Governance Strategic Initiatives
- 1.C.3. Supporting Diverse Perspectives
- 1.C.3. Themed Dining Events

1.S - Criterion 1 - Summary

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

Summary

Cowley College develops mission as part of a regular, four year strategic planning process with broad participation of internal and external stakeholders. Development of the mission and related statements is guided by a formal procedure that identifies the College's intended constituents and focuses on the needs of its enrollment profile and federal status as an open admissions institution. Curriculum and academic support services are intentionally created to meet the needs of the enrollment profile, including dual credit students, Pell recipients, degree- and non-degree seeking students as well as adult learners, first generation students, students seeking workforce preparation, and underprepared students. Cowley College clearly articulates its mission and related statements on its website, in strategic planning documents, in the academic catalog and in a variety of handbooks.

The College demonstrates its mission guides the institution's operations with evidence that includes policies, procedures, strategic plans, economic impact studies, stakeholder surveys and other data reporting.

[Comprehensive evidence file library](#)

Sources

- Evidence File Library.pdf

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

Argument

2.A.1.

Cowley College develops its mission through a shared governance process embedded as the first step in the strategic planning cycle. All campus constituents complete a mission review during the fall of the “year of reflection” that precedes three years of active work to support strategic planning initiatives. The Office of Institutional Effectiveness (IE) presents information gleaned through environmental scanning providing the campus with changes to internal and external constituencies and enrollment profile that may impact mission. [Policy 101.00 Mission and Related Statements](#) connects the mission and related statements to organizational purpose, stating they “guide(s) institutional operations and demonstrate(s) its commitment to the public good” while Procedure AP101 Mission and Related Statements places limits on alterations to mission made outside of demonstrated change in official institutional status, ability to administer financial aid, evolving constituency groups, and/or demonstrated academic programming needs. AP101 requires public notification of opportunity to review the College’s support of its mission and related statements through survey participation.

Cowley College’s Board of Trustees, a locally elected governing board, regularly [reviews the mission](#) during annual vision-casting activities and [reaffirmed the mission](#) during the September 2021 public meeting.

2.A.2.

The practice of integrity at Cowley College begins with the mission and its core values (CV): “We encourage open communication and the sharing of ideas” (CV People), “All employees are responsible and committed to excellence” (CV Accountability), “We regard honesty, trust, and respect as essential principles in our academic, personal and professional standards” (CV Integrity), “We are an ethical leader in the field of education” (CV Leadership), and “We are accountable to the community to educate students and to sustain and improve society” (CV Leadership). Organizational performance regarding integrity throughout the institution is conducted regularly through [stakeholder satisfaction surveys](#). Recent survey administrations identify score improvements for

timely financial aid award announcements and other communication to students along with an improved environment that promotes trust and respect for employees. The College will continue to address the need to improve communication between employee groups, onboarding, and training for employees.

Administrative leadership develop legal and ethical standards with advice from the College's legal counsel, the Kansas Board of Regents (KBOR), Kansas Association of School Boards (KASB), and the Association of Community Colleges (ACC). Development, review and [policy approval](#) occurs through a regular, five-year cycle lead by the Administrative Council. Presentation of all new and/or revised policies receive [two readings by the Board of Trustees](#) in a public forum prior to formal approval. All employees are required to follow the Board approved policies. The College addresses lapses in ethical behavior through specific policy-aligned procedures and human resource practices.

[Administrative Affairs policies](#) communicate the College's expectations for professional integrity and objectivity for all employees; these policies are communicated on the Cowley College website and in the [Employee Handbook](#).

Operationalization of integrity includes communication of expectations at on-boarding and are reinforced through [annual trainings](#) on issues relevant to the College. Some examples include data collection and reporting for Perkins V compliance, Blackboard/Simple Syllabus drop-In training, Kansas Public Employees Retirement System (KPERs) Retirement Seminar, ADA and [Title IX compliance](#), and Advanced Law Enforcement Rapid Response Training (ALERRT). Key performance indicators in the [Accountability and Institutional Measures](#) (AIM) include student satisfaction with instruction, financial impact and sustainability, financial accountability and support to students and safe and ethical campus environment.

Campus stakeholders focus on integrity aligned with mission during strategic planning identification of priorities and initiatives. Past and current strategic initiatives include increased [shared governance](#), "Cowley College is focused on its mission and lives its vision through direction setting, goal development, strategic actions, threat mitigation, and leveraging opportunities" and creating a campus-wide sense of belonging for employees and students through the 2022-2025 initiative, "Cowley College creates a strong community that demonstrates inclusive and equitable treatment of its stakeholders."

Cowley College's governing body aligns its actions in accordance with approved policies and state statutes. K.S.A. 71 Schools and Community Colleges restricts the Board's power and provides guidance for public, two-year institution governing bodies. The trustees establish public trust through adherence to the Kansas Open Meetings Act (K.S.A. 75-4317) with executive sessions conducted in accordance with K.S.A. 74-8804, 38-2212, 38-2213, 22a-243, 44-596, and 39-7119.

The [Board Handbook](#), available on the public website, includes guidelines for trustee duties and responsibilities and rests on the following principles that the Board:

- Adhere to a [code of ethics](#)
- Provide opportunity for [public comment](#) at all meetings
- Act as a corporate body: "individual trustees have authority only when they are acting as a board. They have no power to act on their own or to direct college employees or operations"
- Represent the common good and "responsible for balancing and integrating the wide variety of interests and needs into policies that benefit the common good and the future of the region
- Set policy direction with primary responsibility "to define and uphold our vision and mission

which clearly reflect student and community expectations,” requiring that the board “consult widely with community groups as well as the administration, faculty, staff, and students of the college”

- Commit to a “joint responsibility for open communication and the mutual benefits which are derived from a philosophy of shared governance”
- Maintain compliance with the Assumed Practices and Criteria for Accreditation
- Perform legal duties to include, “A board member's central purpose is to ensure that the organization's resources are used to achieve its purposes.”

Cowley College complies with all required state statutes and federal reporting requirements including timely submission of data to the Integrated PostSecondary Data System (IPEDS), annual reporting for distribution of [Higher Education Emergency Relief Fund](#) (HEERF) monies, and publishes information on its public website as required by Kansas House Bill 2144 [Community College Taxpayer Transparency Act](#), Kansas House Bill 2105 requiring the publication of any materials used for required DEI trainings.

[Financial integrity policies and procedures](#) guide practices for sustainability ([113.00 Reserve Funds](#)), purchasing ([132.00 Purchasing](#)), potential conflicts of interest ([133.00 Gifts-In-Kind Acceptance](#); [135.00 Soliciting by Vendors and Agents](#); [136.00 Accepting of Gifts by Employees](#); [137.00 Conflict of Interest](#)), and selection of banking services ([158.00](#)). Administrative procedures published on the website specify expectations for correct application of financial policies including purchasing and reimbursement with a multi-step bidding process based on value of expenditure and a multiple level approval structure and, if appropriate, the signature of a trustee and/or majority approval by the Board of Trustees. The College’s Jenzabar student information system houses information about purchase cost, alignment with the strategic plan, vendor, and receipt of invoice with a multi-level approval process. Financial information to manage expenditures is accessible to employees in Cowley Connect, a password-protected, web-based platform using multi-factor authorization (MFA) for secure storage.

Auxiliary services at Cowley College include the Tiger Bookstore and [dining services](#) provided by Fresh Ideas. The Tiger Bookstore adheres to Policy 144.00 and associated procedure, AP144, [Bookstore Services](#). Fresh Ideas demonstrates integrity in its services including but not limited to relocation and/or dismissal of unsatisfactory employees, employment of qualified management, nondiscrimination, non-solicitation of employees, and background checks prior to employment.

A trustee finance sub-committee reviews expenditures monthly with the CEO and CFO. This review, held one week prior to the public meeting, includes oversight for adherence to purchasing policies. Additional [financial reviews](#) by the trustees include examinations of the operating budget, changes to the mill levy, creation of capital outlay funding, lease agreements, facility naming and procurements. The trustees prioritize financial investment through local purchasing as part of the College’s commitment to community sustainability, reflecting Core Value Accountability.

The College’s CFO coordinates the collection and submission of information to an appropriately credentialed, independent, external organization for an [annual audit](#) including CEO and trustee signed conflict of interest statements. This annual audit includes fiscal information submitted by the Cowley College Foundation.

The College commits to [integrity in academic functions](#) through policies, procedures, the academic catalog, and the faculty master agreement. Series 200.00 Academic Affairs policies set ethical standards for academic freedom ([206.00](#)), faculty qualifications ([240.00](#)), evaluation of faculty

(246.00), assignment of grades (262.00), faculty commitment to publication of course policies (257.00), maintenance and review of student records (252.00, 259.00), program discontinuance (278.00), and associated procedures and notifications including the [annual student Family Education Rights and Privacy Act](#) (FERPA) letter. Compliance with FERPA includes required adherence to permissions to release information as authorized by student signature.

Cowley College complies with the Student Right-to-Know and [Campus Security Act](#) through publication of [student consumer information](#). Information including but not limited to academic programs, transfer of credits, FERPA, [Constitution Day](#), specialized accreditation, and program discontinuance (Teach Out Plan) is available on the Right to Know General information, Academics and Programs, and Accreditation and Other Agreements webpages. The [course syllabi templates](#) also include communication to students about academic standards and other expectations of integrity.

The [academic catalog](#) communicates standards related to academic integrity including publication of full- and part-time [faculty qualifications](#) each semester, policies and procedures, access to student information, and equal opportunity (470.00). The [Master Agreement](#), a document established by Cowley Education Association representatives, administrators, and trustees, addresses shared governance, maintenance of standards, nondiscrimination, instructional and office hours, and other professional rights and responsibilities including professional employee evaluation, due process and grievance procedures.

Students evaluate academic functions through regular fall and spring course evaluations (261.00) using Anthology's Course Evaluation's platform and participation in the Noel Levitz Student Satisfaction Inventory (SSI). Current [AIM metrics](#) provide evidence of student satisfaction with instructional effectiveness (SSI) overall and courses taught in the face-to-face modality while indicating need for improvement to meet student expectations for distance education courses.

The [Employee Handbook](#) is the primary method to communicate expectations of integrity to employees. All employees acknowledge their reasonability to comply with handbook policies upon hiring and renew their commitment to integrity and ethical behaviors in the annual employment letter. All posted [job listings](#) include information about the College's commitment to the ethical treatment of applicants and applicants have access to information about employee benefits and evaluation processes on the website.

Human resources (HR) functions comply with regulations including the Americans with Disabilities Act (ADA), Equal Employment Opportunity Commission (EEOC), [Title IX](#), Health Insurance Portability and Accountability Act ([HIPAA](#)), and the [Kansas Open Records Act](#) in addition to college [policies and procedures](#). College policies and procedures set additional ethical standards for the CEO (104.00), employee conduct (111.00), performance appraisals (114.00), staff reduction in force (118.00), personnel records (147.00), prohibited substances (127.00), non-discrimination and anti-harassment (128.00), sexual harassment (139.00), employee complaint and whistleblower (150.00, 156.00), selection of non-faculty personnel (161.00) and nepotism (170.00). [Legal notices](#) including non-discrimination are published on the College's website.

[Employee onboarding](#) and subsequent annual trainings review how integrity is operationalized, including the mission and related statements, employee code of conduct, [Family Educational Rights and Privacy Act](#) (FERPA), sexual harassment, bloodborne pathogens, retirement planning and health benefits as well as specialized training for technologies support ethical organizational support of employees as well as individual understanding and implementation of ethical behavior.

HR manages employee development including [performance improvement](#). A multi-step approach is taken when job performance improvement is identified with supervisors developing an improvement plan (PIP) when needed. Employees have access to personnel records ([Policy 121](#)) and AP150 Employee Complaint Procedure outlines the steps to resolve employment relationships problems.

Student Affairs functions operate with integrity through application of policies and procedures with additional compliance for student athletes. The [Student Handbook](#) and website are the primary vehicles for communicating expectations to students. [Policies and procedures](#) applicable to students include campus conduct ([134.00](#)), the student code of conduct ([403.00](#)), administrative withdrawal and expulsion ([405.00](#)), use of technology ([420.00](#)), satisfaction academic progress ([433.00](#)), substance abuse ([465.00](#)), and immunization and communicable diseases ([473.00](#), [474.00](#)). Students are supported by policies and procedures to facilitate student grievance and complaint processes ([SDT008](#), [SDT010](#), [AP408](#)) and refunding of tuition and fees ([410.00](#)).

Athletic integrity is met through compliance with academic achievement and student success reporting to the National Junior College Athletic Association (NJCAA) and Kansas Jayhawk Community College Conference (KJCCC) and published online in compliance with the [Student Right to Know Act](#) and [Equity in Athletics \(EADA\)](#). The IE Office prepares all data for student success reporting, ensuring third party accuracy. Department of Education regulations, [Student Athlete Handbook](#) and policies, and a link to compare Cowley College EADA information with other institutions are available to current and prospective students on the [Cowley Tigers website](#). The College complies with [external requirements](#) from the State of Kansas and the National Junior College Athletic Association.

Cowley College's Athletic Director publishes "[The Tiger Way](#)," the statement of purpose, philosophy and values including Excellence, Unity, Commitment, Respect, and Trust. Tiger Athletics demonstrates its values through leading and empowering student-athletes to the highest standards, promoting individual qualities and abilities, and emphasizing mutual administration for close working professional relationships. The AIM includes targets for [academic goal attainment](#) for athletic teams.

Information technology and knowledge management functions demonstrate integrity through the Gramm-Leach Bliley Act ([GLBA](#)) and organizational [policies and procedures](#). Policies and procedures include artificial intelligence in the workplace ([167.00](#)), technology usage by employees ([143.00](#)), identity theft protection ([148.00](#)), and the [IE Office's code of ethics](#) for institutional research. The Registrar and Systems Administrator manages employee access to student data in the College's student information system through a role-based rules protocol. The IE Office manages access to data analysis tools in the College's Tableau site in compliance with FERPA's "legitimate educational interest" clause; all users use single sign on with MFA to access data dashboards. Cowley College's Tableau partner, Datatelligent, signed a [mutual confidentiality agreement](#) in 2020 upon the creation of a cloud-based data lake for student record level data analytics.

The Knowledge Management Team, a cross-departmental group, serves as the primary data governance body and addresses issues of integrity related to data collection, storage, and reporting to external entities.

Cowley College initiated the process to strengthen cybersecurity to comply with GLBA in 2023 with [current collaborative work](#) with Tandem information security and compliance software to assess vulnerability for cyber-attacks. The College protects employee and student privacy through single sign-on with multifactor authorization for accounts associated with unique identification numbers.

All College employees are required to complete and successfully pass annual cybersecurity training.

Stakeholder safety and security is a high priority at Cowley College and administered through [policies and procedures](#) with additional [educational opportunities](#). The College complies with the Clery Act through the annual publication of [security and fire safety statistics](#). Students are notified annually in compliance with the Student Right-to-Know about both this report and complimentary policies on the Right to Know Health and Safety webpage. [Annual employee training](#) opportunities accompanied by regular communication from the Director of Campus Security and Public Safety and implementation of the LiveSafe app for students and employees supports safety and security. Cowley College measures its effectiveness in providing safety and security measures through the administration of the SSI and includes metrics in the [AIM Institutional Effectiveness](#) dashboard. Performance gap scores for SSI feedback from women for security staff response and parking lot light and security improved from the 2019 to 2020 administration, however, the gap widened for item, “The campus is safe and secure for all students” (2019: 0.40; 2020: 0.44). This survey item’s large gap indicates it’s also a concern for students who selected transgender for gender. The College will continue to address concerns about safety on campus through increased education for students about the LiveSafe app and how it can increase campus safety.

Sources

- 2.A.1. 2021 Fall Board of Trustee 2022 2025 Strategic Plan Mission Reaffirmation
- 2.A.1. Annual Trustee Mission Review
- 2.A.1. Cowley College 2022 2025 Strategic Plan
- 2.A.1. Policies and Procedures Governing Mission
- 2.A.2. 105.00 Board Policy Approval
- 2.A.2. 2022 Fall Professional Development Day
- 2.A.2. 2022-2023 Equity in Athletics Report
- 2.A.2. 2024 2025 Athletic Handbook
- 2.A.2. 2024 2025 Master Agreement.pdf
- 2.A.2. 2024 Constitution Day
- 2.A.2. Administrative Affairs Policies
- 2.A.2. AIM Athletic Student Goal Attainment
- 2.A.2. Annual Clery Security Report.pdf
- 2.A.2. Annual FERPA Notification
- 2.A.2. Annual FERPA Training
- 2.A.2. Annual Security Report 2023
- 2.A.2. Assessing Integrity with Key Performance Indicators
- 2.A.2. Athletic Student Success at Cowley College 2023
- 2.A.2. Board of Trustee Handbook
- 2.A.2. Board of Trustees with Annual Audit Report October 2023.pdf
- 2.A.2. Campus Safety Training and Support
- 2.A.2. Compliance with External Athletic Requirements
- 2.A.2. Compliance with Student Right to Know
- 2.A.2. Compliance with Title IX
- 2.A.2. Cowley College Shared Governance A Guide to Communication and the Decision Making Process
- 2.A.2. Datatelligent Confidentiality Agreement
- 2.A.2. Dining Services

- 2.A.2. DOE Education Stabilization Fund Reporting
- 2.A.2. GLBA
- 2.A.2. Governing Body Financial Reviews June 2024
- 2.A.2. IE Code of Ethics
- 2.A.2. Incorporating Measures of Integrity with Stakeholder Satisfaction Feedback
- 2.A.2. Integrity in Auxiliary Services
- 2.A.2. Integrity through Academic Policies and Procedures.pdf
- 2.A.2. Integrity through Financial Policies and Procedures
- 2.A.2. Integrity through Human Resources Policies and Procedures
- 2.A.2. Integrity through IT and Knowledge Management Policies and Procedures.pdf
- 2.A.2. Integrity through Student Affairs Policies and Procedures
- 2.A.2. Measuring Safety and Security Effectiveness.pdf
- 2.A.2. Mitigating CyberSecurity Threats
- 2.A.2. New Employee Orientation 2023
- 2.A.2. On Boarding Training
- 2.A.2. OPR006 Access to Public Records KORA
- 2.A.2. Performance Improvement
- 2.A.2. Policy 101.00 Mission and Related Statements
- 2.A.2. Policy 104.00 Executive Officer
- 2.A.2. Policy 111.00 Employee Code of Conduct
- 2.A.2. Policy 113.00 Reserve Funds
- 2.A.2. Policy 114.00 Performance Appraisals
- 2.A.2. Policy 116.00 HIPAA
- 2.A.2. Policy 118.00 Guidelines for Staff Reduction in Force
- 2.A.2. Policy 119.00 Acquisition Disposal of Property
- 2.A.2. Policy 121.00 Personnel Records
- 2.A.2. Policy 127.00 Drug-Free Workplace
- 2.A.2. Policy 128.00 Non-Discrimination
- 2.A.2. Policy 132.00 Purchasing
- 2.A.2. Policy 133.00 Gifts in Kind Acceptance
- 2.A.2. Policy 134.00 Campus Conduct
- 2.A.2. Policy 135.00 Soliciting by Vendors and Agents
- 2.A.2. Policy 136.00 Accepting Gifts by Employees
- 2.A.2. Policy 137.00 Conflict of Interest
- 2.A.2. Policy 139.00 Sexual Harassment
- 2.A.2. Policy 143.00 Technology Usage by Employees
- 2.A.2. Policy 147.00 Records Retention
- 2.A.2. Policy 148.00 Identity Theft Prevention
- 2.A.2. Policy 150.00 Employee Complaint Policy
- 2.A.2. Policy 156.00 Whistleblower Policy
- 2.A.2. Policy 158.00 Banking Services Policy
- 2.A.2. Policy 161.00 Requisition and Selection Non-Faculty Personnel
- 2.A.2. Policy 167.00 AI in the Workplace
- 2.A.2. Policy 170.00 Nepotism
- 2.A.2. Policy 206.00 Academic Freedom
- 2.A.2. Policy 240.00 Selection of Professional Employees
- 2.A.2. Policy 246.00 Faculty Evaluation
- 2.A.2. Policy 252.00 Student Records
- 2.A.2. Policy 257.00 Attendance and Coursework

- 2.A.2. Policy 259.00 Student Review of Confidential Records
- 2.A.2. Policy 261.00 Student Evaluation by Instructor
- 2.A.2. Policy 262.00 Assignment of Grades
- 2.A.2. Policy 278.00 Program Discontinuance
- 2.A.2. Policy 403.00 Student Code of Conduct
- 2.A.2. Policy 404.00 Student Grievances
- 2.A.2. Policy 405.00 Withdrawals and Expulsion
- 2.A.2. Policy 410.00 Refund of Tuition and Fees
- 2.A.2. Policy 420.00 Technology Usage by Students and the Community
- 2.A.2. Policy 433.00 Satisfactory Academic Progress
- 2.A.2. Policy 465.00 Drug and Alcohol Abuse
- 2.A.2. Policy 470.00 Equal Opportunity
- 2.A.2. Policy 473.00 Immunization Policy
- 2.A.2. Policy 474.00 Communicable Disease
- 2.A.2. Policy Review and Approval
- 2.A.2. Public Comment Procedure
- 2.A.2. Public Notices of Non-Discrimination
- 2.A.2. Safety and Security at Cowley College
- 2.A.2. Student Complaint Procedures
- 2.A.2. Student Evaluation of Instruction
- 2.A.2. Supporting Safety through Campus Education
- 2.A.2. Syllabus Templates
- 2.A.2. Taxpayer Transparency Information
- 2.A.2. Technical Education Support Specialist
- 2.A.2. The Tiger Way
- 2.A.2. Tiger Athletics Website
- 2.A.2. Trustee Code of Ethics
- 2.A.2. Trustee Finance Sub-Committee Agendas and Notes

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public.

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.
2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

Argument

2.B.1.

The College ensures accuracy of any representations it makes through compliance with the Student Consumer Information's "Right to Know". The Director of Financial Aid and IE are the primary owners of the web content with departments assuming responsibility for the accuracy of the following links on the public website:

- [General Information](#): Academic Affairs (Academic Policies, Student FERPA Rights Annual Notification), Accreditation Liaison Officer/ALO (Accreditation and Licensure), Bookstore Director (Textbook Costs), Financial Aid Director (Cost of Attendance, Financial Aid Policies), and Institutional Effectiveness (Student Diversity), Student Services (Annual Notification)
- [Financial Aid](#): Financial Aid (Assistance Programs and Eligibility Information, Policies, [Net Price Calculator](#), Refund of Tuition and Fees, and Withdrawal from a Class)
- [Academics and Programs](#): Academic Affairs (Policies, Programs and Degrees, Academic Progress (Policy 266.00), and Transferring Credits)
- [Accreditation and Other Agreements](#): ALO
- [Health and Safety](#): Academic Affairs (Academic program specific immunization and vaccination record requirements), Director of Security (Annual Clery and Fire Safety Report), Student Affairs Immunization Policy; Communicable Disease Policy; Drug and Alcohol Abuse Policy;
- [Student Success](#): Institutional Effectiveness (Link to College Navigator, student success reporting, and post-graduation statistics)

The public website communicates information to prospective and current students about [program and degree](#) requirements, curriculum, external accrediting bodies, and projected income and employment information from the Department of Labor. The Marketing Department's [Web Standards and Publishing Guidelines](#) declares the "purpose of the website is to provide useful and accurate information" using a multiple review process involving three website administrators and nine basic editor/subject matter area roles. All content placed on the website by the basic editors passes through an accessibility and compliance check by the Webmaster prior to publication on the website.

The Higher Learning Commission's (HLC) Mark of Affiliation is visible in the footer of every webpage and included on the Right to Know Accreditation and Other Agreements webpage.

Information about full- and part-time faculty and staff can be found in the published employee directory and [faculty instructor credentials and profiles](#) are published annually in the academic catalog. Academic supports through accommodations including accessibility, disability documentation, emotional support animal, service qualifications and other mental health services are published on the website at [Life at Cowley: Campus Support](#).

All printed materials and social media content begin with a [Marketing Department Project Request](#) that progresses through a vetting process. Course procedures, degree and certificate program grids, and interactive degree check program guides are available to prospective and current students in the [Academic Catalog](#), in Cowley Connect and Blackboard. All materials with information about programs and degrees are reviewed by the program's faculty lead, department chair, and CAO prior to publication. Prospective and new students receive a variety of information at college and career fairs, in First Year Experience curriculum, and at New Tiger Orientation. All recruiting publications are reviewed by Enrollment Management and Marketing prior to publication. All printed and electronic publications with [student success or other data](#) are reviewed for accuracy by the IE Office. Accurate information is provided to prospective student athletes during the initial [recruiting contact](#).

Cowley College publishes information about cost and aid in the Community College Taxpayer Transparency Report; this public information is reviewed for accuracy by the Kansas Association of Community Colleges. [Cost of attendance information](#) including tuition and fees, room and board, and textbook cost is available on the Apply & Pay webpage. Access to the College's net price calculator (Apply & Pay: Financial Aid) gives prospective and current students information about costs. Links to [financial aid policies](#) are published on multiple webpages, providing information about student loans, return of Title IV funds, refunding of tuition and fees, and withdrawal from classes. Current work to provide additional information to students through the Financial Value Transparency and Gainful Employment final regulations is underway to meet the October 2024 deadline. The College's FVT/GE data submission will be verified through a partnership with the [National Student Clearinghouse](#).

The College ensures accuracy of the representations it makes to stakeholders through annual review and publication of handbooks for students and employees. Information about organizational governance structure is published on the Policies and Procedures and Administration webpages; agendas and minutes for a variety of governing bodies are available to the public on the Administration webpage and to employees in the [Cowley Connect intranet](#).

2.B.2.

The College provides evidence of claims regarding its contribution to community engagement in the AIM Institutional Effectiveness [Community Service and Stakeholder Support](#) dashboard. Claims of economic development and support to the College's service area are supported through publication of the full executive summary of the [2023 economic impact study](#) on the Information: Community Members: Economic Impact webpage.

The Institutional Effectiveness Office publishes evidence supporting claims of student success on the [By the Numbers](#), [Student Right to Know: Student Success](#), and [AIM](#) webpages. Each webpage includes a variety of reports containing information about retention, graduation, transfer out, and employment after award completion. The By the Numbers webpage also provides links to comparison data sources including the Kansas Board of Regents' Data System Data webpage and the NCES College Navigator website.

The College collects feedback about the impact of [experiential learning](#) in an annual institutional survey of club/organization members and from all students through the SSI with campus item, “My education is enhanced by experiences outside the classroom (internships, clubs/organizations, fine arts, athletic events). The small performance gap (-0.12) for the 2022 administration is an indicator of the contributions of learning opportunities available to students.

Sources

- 2.B.1. AAD Business Card
- 2.B.1. Campus Support Services
- 2.B.1. Cost of Attendance
- 2.B.1. Faculty Instructor Credentials and Profiles
- 2.B.1. Financial Aid Policies
- 2.B.1. FVT GE Amendment
- 2.B.1. Marketing Project Request Form
- 2.B.1. Net Price Calculator
- 2.B.1. Points of Pride Marketing Piece
- 2.B.1. Public Information Academic Programs
- 2.B.1. Right to Know Academics and Programs
- 2.B.1. Right to Know Accreditation Other Agreements
- 2.B.1. Right to Know Athletics
- 2.B.1. Right to Know Financial Aid
- 2.B.1. Right to Know General Information
- 2.B.1. Right to Know Health and Safety
- 2.B.1. Right to Know Student Success
- 2.B.1. Transparency in Information for Internal Stakeholders
- 2.B.1. Web Standards and Publishing Guidelines
- 2.B.2. AIM Institutional Effectiveness Community Service and Stakeholder Support
- 2.B.2. AIM Web Information
- 2.B.2. By the Numbers Web Information
- 2.B.2. Economic Impact Study 2023
- 2.B.2. Experiential Learning
- 2.B.2. Student Right to Know Web Info and Report

2.C - Core Component 2.C

The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

Argument

2.C.1.

The [Board Handbook](#) communicates the importance of training, stating the belief that "trustee members should engage in a regular and ongoing process of in-service training and continuous improvement," "come to each meeting prepared and ready to debate issues fully and openly," and "vote their conscience and support the decision or policy made." Training for the board through external bodies includes continuing education by the College's Legislative Liaison to increase trustee understanding of current and future legislation affecting the College. The Board annually designates a representative to attend quarterly meetings of Kansas Association of Community College (KACC) for the purpose of development.

Resources housed in the Board's handbook increase member knowledge of Kansas statutes, success metrics (Kansas Higher Education Statistics), and other financial data from the Kansas Community College Data Book. Trustees receive [training](#) on the Kansas Open Records Act (KORA) and the Kansas Open Meetings Act (KOMA), along with [faculty negotiations training](#).

Trustee knowledge about financial and academic policies and procedures occurs at public meetings through two readings and vote of approval for updated and/or new policies or procedures. 132.00 Purchasing Policy requires the governing body to review bids and other pertinent information prior to significant purchases.

Faculty present information about academic programming and sustainability to the trustees annually following the regular [academic program review](#). These presentations include a SWOT analysis along with enrollment and student success information.

The Board nominates and votes on member participation on Academic Affairs, Finance, and Policy subcommittees. These representatives attend monthly meetings prior to the regular public meeting to become knowledgeable about academic programming needs and changes and to review financial information about bids, grants, and purchasing. The Board also increases in knowledge about

practices during an [annual retreat](#) that includes vision casting exercises.

The Board recognizes its legal duties to “ensure that the organization’s resources are used to achieve its purposes,” with requirements placed on the Board to seek independent advice when buying or selling significant assets, or entering into a material contract. Trustees meet legal responsibilities through the support of the College’s legal counsel. Bids for legal counsel contracts are renewed annually with selection by the Board through majority vote; all bids are resubmitted and reviewed on a five year cycle.

2.C.2.

The Board Handbook communicates the expectation that members should “establish measures for effective board performance along with regular strategic planning and mission evaluation”; and “maintain copies of the organization's mission statement, budget, strategic plan and an overview of programs and staff.” The Board Clerk provides the governing body with a set of materials in the week prior to the monthly public meeting, including administrative reports, as well as information from the Cowley Education Association (CEA), and relays additional information requests from the trustees to the campus. Recent examples include the results of an internal [housing feasibility study](#) exploring the need for additional housing and preferred options of students. The Board also reviews documents showing [college effectiveness and compliance](#), including [new program proposals](#), Commission feedback for the 2024 QI, economic impact study reports, and strategic planning updates.

2.C.3.

The Board Handbook characterizes effective community college governance, as deriving its authority from the community; acting as an advocate on behalf of the entire community; exemplifying ethical behavior and conduct; remaining accountable to the community; with honest debate about the issues affecting its community. Board membership rules include a required, elected seat for an individual residing in Sumner County, the location of the College’s Sumner Campus.

Trustees become aware of the interests of the constituency groups through representation on important committees and groups including the professional negotiations team, Tiger Booster Club, Finance Sub-Committee, Academic Sub-Committee, Policy Sub-Committee and Cowley College Foundation Board. Participation on subcommittees increases knowledge about the overall bidding and vendor selection process, the effects of purchasing within the local constituency, and for monitoring the College’s use of resources to support its mission. The trustees plan public meetings in advance with at least one meeting on one of the [College’s additional locations](#) to facilitate constituent access and listen to feedback.

The IE Office provides [comprehensive strategic planning reports](#) to the governing body that include SWOT analysis and other environmental scanning data.

2.C.4.

Application of [policies and procedures](#) establishes oversight to include the College’s Board of Trustees. Independence from undue influence is accomplished through policy including Conflict of Interest (137.00) constraining the governing board whenever a person is identified with direct or indirect financial interest with the College, defining potential conflicts, and giving direction on procedures. Policy 170.00 Nepotism restrains trustees from participation or influence in human

resource practices and assigns responsibilities for disclosure to guard against nepotism as it relates to all employees and the Board of Trustees. Trustees pledge an [oath](#) to serve the best interests of the College after public election and before assuming duties.

2.C.5.

State statutes outline many of the expectations and requirements for the College's governing board with additional provisions housed in policy governance. Policy 103.00 Board of Control aligns with state statute K.S.A. 71-201 and states Cowley College is by law the corporate body with authority for organizing, controlling, policy making, and the levying of taxes to support the institution. Primary governing board responsibilities include appointment and evaluation of the President of the College, approval of the annual budget, organizational compliance with policies, and evaluation of the College's effectiveness in fulfilling its mission. Trustee authority is granted by law only when acting as a board legally in session.

The Board Handbook outlines expectations including corporate behavior to "proactively define and delegate authority to staff for the means of the organization, rather than reacting to and ratifying staff proposals. They are not involved in managing operations, staff, or facilities" and to "define relationships with management that are empowering, responsible, and clear."

The President leads day-to-day management of the institution through the College's administrative functions. Policy 104.00 Executive Officer states "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."

Faculty oversee teaching, learning, and curriculum through department-level activities with representation by the six (6) Department Chair roles on the [Academic Affairs Council](#) (AAC) and by Cowley Education Association (CEA) representation on the Administrative Council. The Academic Affairs Council provides advice and assistance to the President and Chief Academic Officer in the development of policies relating to faculty affairs.

[Faculty oversight](#) is operationalized through processes for course and program creation and approval, learning outcomes assessment practices, and academic program review. Faculty collaborate with the AAC to develop programs, policies, and procedures to be considered by the President in making recommendations to the governing board (Policy 108.00). Other procedures with faculty oversight include curriculum development (Policy 205.00), selection of instructional materials (Policy 207.00), and assignment of grades (Policy 262.00). Faculty approval of academic change must be secured prior to presentation to the governing board for approval.

The 2024 Noel Levitz College Employee Satisfaction Survey (CESS) [feedback about involvement in planning and decision-making](#) administrators, faculty, staff, and trustees where a mean score of 3 represents "just the right involvement" include means of 3.25 for academic deans/administrative unit directors, 2.80 for faculty, 3.58 for senior administrators, 2.32 for staff, and 3.74 for trustees.

Sources

- 2.A.2. Board of Trustee Handbook
- 2.C.1. Board of Trustee Retreat and Vision Casting Events.pdf

- 2.C.1. Program Review Presentation
- 2.C.1. Trustee Negotiations Training
- 2.C.1. Trustee Trainings
- 2.C.2. 2019 Housing Feasibility Study
- 2.C.2. AEMT Cowley CA1_Submitted 02_01_23
- 2.C.2. Governing Body Resources to Enhance the Institution
- 2.C.3. 2022 2025 Cowley College Strategic Plan Comprehensive Report
- 2.C.3. 2024 2025 Governing Body Official Meeting Times
- 2.C.4. Preserving Board Independence from Undue Influence
- 2.C.4. Trustee Oath of Office
- 2.C.5. 108.00 Service Area Councils
- 2.C.5. Employee Ratings of Involvement
- 2.C.5. Organization of the College
- 2.C.5. Policies Supporting Faculty Oversight

2.D - Core Component 2.D

The institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.

Argument

Cowley College demonstrates its commitment to freedom of expression through policy, procedure and the faculty's Master Agreement. Both [Policy 206.00 Academic Freedom](#) and [Master Agreement](#) recognize the professional employee's freedom in the classroom "in discussing appropriate subject matter, selecting appropriate learning materials and instructional methods based on accepted professional standards. A classroom is defined as any location, real or virtual, in which instruction occurs. In the exercise of this academic freedom, the Professional Employee may, within the law, discuss his/her own subject area in the classroom, including controversial materials, as long as such discussions and materials are relevant to the subject area and the Professional Employee distinguishes between his/her personal opinions and factual information. The responsibility of the Professional Employee is to make certain that controversial issues are presented and discussed as objectively as possible without forcing students to adopt the Professional Employee's point of view as part of the student's personal philosophy. In doing so, the Professional Employee should be aware of the mores of the community. Good pedagogy requires working within this framework while challenging the students with ideas and concepts." Additionally, the professional employee is given full freedom in research and publication of results.

Policy 134.00 [Campus Conduct](#) and associated procedure 134b. Guidelines on Demonstrations and Leafleting support the rights of students and employees to demonstrate, assemble, rally and leaflet on campus. The purpose and scope of 134b include statements to protect both the rights of those demonstrating and those who are the object of demonstration. [Policy 138.00 Political Activity](#) communicates the freedom for students and employees to engage in public affairs in a personal capacity.

[Policy 149.00 Social Networking](#) and procedure AP 149 addresses student and employee freedom of expression, stating, "Cowley College recognizes the First Amendment rights as well as the responsibilities of all employees, including faculty and staff, to speak on matters of public concern as private citizens, if they choose to do so, including through social media. In general, for both faculty and staff, any communication via social media that is protected by the First Amendment and that is otherwise permissible under the law is not precluded by this procedure." This procedure also includes language acknowledging the College's support for the [KBOR academic freedom statement](#).

Sources

- 2.D.1. 134.00 Campus Conduct
- 2.D.1. 138.00 Political Activity
- 2.D.1. 149.00 Social Networking
- 2.D.1. Freedom of Expression
- 2.D.1. KBOR Academic Freedom Statement

2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, staff and students.

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.
2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
3. The institution provides students guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

Argument

2.E.1.

Cowley College maintains professional standards and oversight of ethical behavior to support research through language in the Master Agreement's Professional Code of Ethics, Commitment to Students and Commitment to the Profession statements. Faculty discuss and negotiate language in the Master Agreement including the following statement from the 2023-2024 agreement: "The Professional Employee accepts the responsibility to practice the profession according to the highest ethical standards. The Professional Employee recognizes the magnitude of the responsibility which has been accepted in choosing a career in education, and engages, individually and collectively, with other educators, to judge colleagues, and to be judged by them, in accordance with the provisions of this code." Additional language in Article VI, Section 5. Commitment to the Student states, "The Professional Employee therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals. In fulfilling this obligation to the student, the Professional Employee shall not without just cause restrain the student from independent action in the pursuit of learning, and shall not without just cause deny the student access to varying points of view" (a) and, "shall not deliberately suppress or distort subject matter for which responsibility is borne" (b).

The Master Agreement's Commitment to the Profession stresses the "professional employee therefore exerts every effort to raise professional standards, to improve service, to promote a climate in which the exercise of professional judgment is encouraged, and to achieve conditions which attract persons worthy of trust to careers in education." The [faculty appraisal summary](#) is completed as part of the evaluative process and supports the maintenance of professional standards.

The College's [Institutional Review Board](#) (IRB) establishes professional standards and provides oversight through a committee review process for research requests by faculty, staff, students and outside researchers that involve human subjects.

2.E.2.

Cowley College supports ethical practices of research and scholarly practice through curriculum and academic services. [Opportunities in the curriculum](#) to adopt ethical research practices occur in

Composition I (ENG2211), Composition II (ENG2212), Introduction to Research Methods (NAS4126), Undergraduate Research (NAS4127). as well as an introduction to scientific methods in General Psychology (PSY6711) and practice in developing strategies to avoid plagiarism in First Year Experience (PSY6720).

The College's [library](#) provides quality, credible resources through both physical holdings and access to online databases offering scholarly information with peer-reviewed publications. Library databases have built-in citation features to assist students in citing their sources correctly. Library staff presentations over information resources are included in New Faculty Orientation, Faculty In-Services, New Student Orientation, and in Composition I curriculum. Instructional videos created by library staff support the resource needs of distance education and non-residential students. Current conversations between library staff and instructors include possible curriculum changes and accompanying library support in response to the use of artificial intelligence (AI) and its effect on research.

The Tiger Learning Center supports ethical research practices for students during tutoring sessions. Tutors receive [training](#) to support student knowledge of source citing and to help students identify holes in arguments and develop research skills to create a strong argument.

2.E.3.

[College policies](#) provide students guidance to comply with copyright laws (224.00 Use of Library Resources) and meet ethical standards in technology usage (420.00 Technology Usage by Students and the Community). Academic policies and procedures include an Academic Code of Conduct that defines plagiarism, cheating, fabrication and falsification, multiple submission, misuse of academic materials, and complicity in academic dishonesty.

Guidance to students in the ethics of research and use of information resources is also provided through the College's [library services](#). The library's website provides resources guiding student mastery of references and citations for literary sources in addition to the posting of signs in physical spaces to remind students of correct use of published sources. Library staff also promote the use of other campus resources including EasyBib®, Grammarly, and Noodle Tools Express. Library staff frequently administer and proctor make-up exams for the institution.

Cowley College's recent change from HonorLock (2020) to Respondus® (2023), a custom lockdown browser, supports academic integrity in proctored testing and allows for AI monitoring.

The College communicates guidance to students early in their academic career through New Tiger Orientation and [First Year Experience](#) coursework. During the summer and fall of 2023, library, Student Life, and Tiger Learning Center staff worked together to offer "[Cowley Cash Cab for Student Success](#)," an interactive presentation of strategies for student academic success during New Tiger Orientation.

2.E.4.

[Policy 402.00 Academic Code of Conduct](#) communicates expectations of integrity: "Students who compromise the integrity of the academic process are subject to disciplinary action by the college" but also ensures the student right of appeal through the Academic Affairs Office. (Procedure AP 402). Cowley College's statement on academic honesty was developed through work by faculty and students.

[Policy 405.00 Administrative Withdrawals and Expulsion Appeals](#) communicates the appeal process for any student withdrawn administratively from either a class(es) or expelled from the College for disciplinary reasons.

[Policy 420.00 Technology Usage](#) by Students and the Community reminds students that the purpose of technology resources at Cowley College is to promote and enhance research and learning; unethical uses are unacceptable and may include “violating libel, copyright, fair-use, or trademark laws while using Cowley technology resources.” Violators of this policy will be subject to one or more of the following admonitions, being asked to leave the premises, suspension of computer, technology and/or lab privileges, culminating in suspension from all Cowley College activities including removal of enrollment privileges.

[Procedure 403 Student Code of Conduct](#) includes language about misconduct: “Dishonesty, including but not limited to forgery, changing or misuse of College documents, records of identification, cheating, plagiarism, aiding or abetting cheating or plagiarism, knowingly furnishing false information to the College in written or electronic form or copying College software.” Students may appeal decisions as outlined in [Policy 405.00](#).

The [procedure](#) followed when charges of student misconduct occur includes a conference with the student, representatives from Student Services and Academic Affairs. Decisions following the conference may include exoneration, case dismissal and/or sanction as described in the Types of Penalties for Misconduct. Penalties of misconduct include disciplinary warning, disciplinary probation, suspension, expulsion, and/or sanctions. Students receive notification in writing of the outcome of the conference and may file a written appeal the decision.

[Procedure 013 Proctored Testing](#) communicates the expectation for specific instances requiring proctored testing for students enrolled in online coursework. Library staff increased proctored testing services beginning in 2020-2021 to meet student needs during the COVID-19 pandemic. Recent library facility updates include new testing cubicles that allow for stronger visibility, a designated area with computer and webcam for online proctoring through Respondus, and additional webcams for in-library check out. All student lab computers in the library have Respondus software.

Every student has access to policy and guidelines about academic integrity in their [course syllabi](#). Disciplinary action for academic integrity violations (AIV) is communicated along with procedures for first, second and third violations with corresponding resolutions. Students are also assured of due process with the [right to appeal](#) accusations of academic misconduct. Academic Affairs staff manage the AIV procedure, including maintenance of records used in the AIM Institutional Effectiveness dashboard, [Safe and Ethical Campus Environment](#). The College is currently addressing an increase in AIV violations due to student use of AI to plagiarize (August 2023), collaborative work with Athletics to reduce violations by student athletes and implementation of Respondus (November 2023), and creation of departmental expectations for the use of AI in coursework (January 2024).

Sources

- 2.A.2. Syllabus Templates
- 2.E.1. Faculty Appraisal
- 2.E.1. Institutional Review Board Application Materials
- 2.E.2. Curricular Support for Student Research
- 2.E.2. Renn Memorial Library

- 2.E.2. TLC Tutoring Training
- 2.E.3. Guidance to Students for Use of Information
- 2.E.3. New Student Cowley Cash Cab
- 2.E.3. PSY6720 First Year Experience
- 2.E.3. Renn Library Support Services
- 2.E.4. 405.00 Student Appeals
- 2.E.4. 420 Technology Usage
- 2.E.4. Academic Code of Conduct
- 2.E.4. AD013 Proctored Testing
- 2.E.4. Addressing Academic Honesty and Integrity Needs
- 2.E.4. AIM Safe Ethical Campus Environment
- 2.E.4. AP403 Student Code of Conduct
- 2.E.4. AP408 Student Complaint Procedure
- 2.E.4. Student Right to Appeal

2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Summary

Cowley College develops its mission through a shared governance process embedded as the first step in the strategic planning cycle. Review of the mission is completed by all campus constituents during the fall of the “year of reflection” that precedes three years of active work to support strategic planning initiatives. The College's governing body regularly reviews the mission as part of annual vision-casting activities with the most recent reaffirmation during the fall of 2021.

Mission and values drive the operationalization of integrity through policies and procedures for Business Services, Academic Affairs and Student Affairs. The College demonstrates integrity through compliance with federal and state requirements including the Student Right to Know, Title IX, Equity in Athletics, Clery Act, open records/meetings acts, and the Community College Taxpayer Transparency Act. Handbooks for employees, students, trustees, and faculty set expectations of integrity in human resource functions.

Cowley College measures its success in the operationalization of integrity with key performance indicators in the Accountability and Institutional Measures (AIM).

[Comprehensive Evidence File Library](#)

Sources

- Evidence File Library.pdf

3 - Teaching and Learning: Quality, Resources and Support

The institution provides quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The rigor of the institution's academic offerings is appropriate to higher education.

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.
2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Argument

3.A.1

The College strives to ensure courses and programs are current with curriculum appropriate to the degree or certificate awarded. [Policy 280.00 Credit Hour Definition](#) determines the amount of work represented in intended learning outcomes and is verified by evidence of student achievement, regardless of course modality. [205.00 Curriculum Development](#) guides Academic Affairs activities including the addition of new courses and programs, changes to courses and programs, deletion of courses and programs, and the use of [feedback from Advisory Councils](#). Following approval of proposed new programs and program revisions by its governing body, the College submits a [New Program Request Form](#) to KBOR that includes general information including CIP code description, credit hour length, related industry certifications, program rationale and description, and graduation requirements. All proposals must demonstrate current need with Department of Labor data; technical programs also identify appropriate Standard Occupation Code(s) (SOC) and demonstrate program alignment with the College's most recent [Perkins Comprehensive Regional Needs Assessment](#).

Program faculty choose assessment tools to assess program relevancy and quality as part of the [program review](#) process. Departmental faculty review student enrollment and success data, complete a department profile, evaluate program learning outcomes (PLO) success, conduct a SWOT analysis and create goals to support student success and program viability.

The College determines requirements for appropriate levels of student performance for programs through [policy and procedure](#) including [462.00 Mandatory Assessment and Placement](#) for English and math requirements, 216.00 Graduation Requirements, 266.00 Academic Progress, and procedure 433 Satisfaction Academic Progress Procedure. Guidelines related to mandatory placement testing including score thresholds are determined with faculty input and aligned with [KBOR committee work](#).

The College creates programs, courses and curriculum to support student success through adherence to internal policies and procedures and in alignment with expectations and requirements of the Higher Learning Commission (HLC) and the Kansas Board of Regents (KBOR).

Program excellence begins with [faculty qualifications](#) aligned with Policy 240.00 Selection of Professional Employees and the Commission's Assumed Practice b.2. Faculty Roles and Qualifications. The College consistently applies Policy 240.00 when considering new professional employees, regardless of instructor type (tenure-track or adjunct), location (campus, location, or dual credit site), and modality (distance education, face-to-face, or synchronous learning)

Hiring committees use the Hiring Qualified Faculty Documentation Form to collect information about degree attainment and other educational credentials for candidates to teach general education as well as a tested experience faculty credential evaluation for those desiring to teach career and technical (CTE) programs. The College requires instructors of general education transfer pathways to hold one-degree level higher than the award of the program being taught. For general education transfer courses, instructors are hired at the Master's degree level with 18 graduate hours in the teaching discipline, or have to complete the required degree within three years of employment. Instructors of CTE programs must have a Bachelor's degree or an Associate's degree with experience relevant to the career field. Information verifying the qualifications of concurrent education partner instructors (high school instructors teaching undergraduate coursework to high school students during the regular, high school day) is provided to KBOR annually through the [Academic Year \(AY\) Collection](#).

Instructional staff without faculty status and dual credit instructors must meet the same credential qualifications and use [textbooks](#) and course procedures developed by full-time faculty to ensure the same quality as courses offered on campus or through distance education modalities. Instructors at high school partner sites are assigned a full-time faculty mentor to help maintain rigor and are evaluated on the same schedule as full-time faculty and have a faculty mentor.

Feedback from the [2022 HLC Multi-Location Visit Report](#) endorses the College's claims of excellence through faculty and program director hiring and training: Conversations with the program directors as well as the chief academic officer confirm that Cowley College (CC) has robust hiring processes, ensuring that all instructors are qualified, evaluated, have orientation, and have more than adequate support developing and growing pedagogically. Program directors understand institutional hiring guidelines for part-time faculty that ensure they are qualified per the institution's faculty qualifications policies, the Chief Academic Office (CAO) confirms that all recommended part-time faculty meet these qualifications, and the CAO ensures that all full-time faculty recommended for hire meet the hiring policies/qualifications as well. The Winfield Correctional Facility welding program delayed launch date for certain components to the curriculum to ensure that qualified faculty members were hired for the program. CC has an administrator that provides training and development beyond the training and development provided by full-time faculty members. All faculty members (both full-time and part-time) have access to institutional resources for faculty development. Departments also provide time for faculty across campuses to gather, discuss development needed, new pedagogies, etc. CC provides orientations for all full and part--time faculty; orientation includes information about the institution and locations. Individuals teaching at particular locations also have site administrators that provide additional orientation unique to the site, particularly at WCF.”

3.A.2.

Cowley College offers four liberal arts (CIP 24.0101) associate's degrees: Associate of Arts (AA),

Associate of Fine Arts (AFA), Associate of General Studies (AGS), and Associate of Science (AS). The College prepares students for the workforce with Associate of Applied Science (AAS) award programs along with [four levels of workforce certificates](#): Certificate A, Certificate B, and Certificate C. The College also offers workforce certificates of completion recognized by its state governing body.

Degree requirements for each award and corresponding level of award are articulated in the College's [catalog](#). All associate degrees require successful completion of a basic, general education curriculum, in addition to courses related to the program or transfer pathway of study. The College communicates [degree and program maps](#) to current and prospective students on its website.

Workforce certificate and Associate of Applied Science programs may include goals determined through [employer feedback, advisory councils](#) and [industry standards](#). CTE programs with prerequisites and specialized accreditation such as the AAS in Paramedic-Emergency Medical Services share that information on both the program specific and Right to Know: Accreditation and Other Agreements webpages.

The College embeds learning goals for its undergraduate and certificate programs within the curriculum and articulates common outcomes through the [global learning outcomes \(GLO\)](#) with measurable program learning outcomes (PLO). Each course in the program has outlined course competencies utilizing a standardized form.

3.A.3.

Providing a quality learning experience for students, regardless of the method of delivery or class location, is a primary goal of the College. Common course competencies outlined in [course procedures](#) help guide curriculum content for all class sections, regardless of modality, course location and/or instructor type. Consistent learning quality is reinforced through the [standardized textbook use](#) through [Policy 207.00 Textbook Selection](#). Faculty analyze data in the [program review process](#) to ensure consistent quality across all modalities and locations.

The College endeavors to make classroom materials and lab facilities consistent for all locations and addresses discrepancies when they are noticed. The 2022 HLC Multi-Location Visit Report confirmed the delivery of consistent program quality across locations stating, "All three sites provide more than adequate facilities to meet the students' needs. Instructors and students at MTCS have access to modern training equipment for their training programs. Instructors confirm they are able to acquire additional resources as needed and the students describe the extensive access they have to using the equipment for practice, computers for course assignments, etc."

Perspectives about the consistency of learning and program quality from the 2022 Site Visit Report verifies:

- Student achievement data is analyzed by location and across modalities to ensure comparable learning outcomes;
- Faculty and department leads work together to develop measurable learning outcomes that are consistent across locations and modalities;
- Learning outcomes data is used to impact future learning;
- Annual program review is used to support program improvement and meet program and student needs;
- Faculty complete assessment reports targeting specific student achievement that use a feedback

- loop to support student success; and,
- Faculty and administrators work together to identify financial priorities to support teaching and learning.

The final site visit report concluded with “Cowley College takes its responsibilities with sites seriously, considering its additional sites as a part of the college’s overall identity, instead of as an add-on, tangential to a main campus. As such, each site receives the same focus, support and consideration as the main campus, and sites have the resources they need, ensure learning is consistent across all locations, and students have the support that they need to succeed.”

Faculty mentoring and collaboration also help in maintaining consistency with the pairing of full-time instructors with adjuncts for each area or discipline. Full-time faculty participate in annual [adjunct in-service](#) events where conversations include discussion of common rubrics, assignments, finals, textbooks and materials, grading criteria, and other classroom issues. English and math faculty developed [department guides](#) and [software adoption](#) ensure consistency in teaching and learning.

The College coordinates with service 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). CEP courses follow the same guidelines as on-campus courses and are coordinated through the academic departments. [High school students](#) who intend to enroll in dual credit and/or CEP coursework must apply for and receive approval from their high school. Cowley College’s Director of Dual Enrollment and Partnerships works to develop consistent quality in programming for dual credit students and communicates expectations through the Dual Enrollment Program Handbook for High School Students. CEP and dual credit courses are included in the annual academic program review process and student assessment data.

Academic Affairs collects student survey feedback pertaining to program quality every regular fall and spring semester through CoursEval with program faculty review to ensure consistent quality for both face-to-face and distance education courses. The College also relies on benchmarks that determine program quality, including the Accountability and Institutional Measures ([AIM](#)) [Success](#) employment following completion and transfer out metrics and credential pass rates from the [KBOR Perkins V Follow Up Survey](#).

The Office of Distance Education (DEd) supports program quality for courses and curriculum offered in online settings. [Training](#) specific to Blackboard, the College’s learning management system (LMS), is required for all instructors prior to the first online course taught and offered regularly throughout the academic year to all instructors. The DEd Director attends annual professional development provided by Quality Matters, bringing that knowledge back to the campus for faculty development. Data analysis through [dashboard visualizations](#) supports teaching and learning with data sourced directly from LMS.

Sources

- 3.A.1. 2022 Fall Cowley College Multi Location Visit Report
- 3.A.1. 2024 AY Collection CEP Faculty Credentials
- 3.A.1. 205.00 Curriculum Development
- 3.A.1. 207.00 Textbook Selection
- 3.A.1. 280 Credit Hour Definition
- 3.A.1. Academic Program Review
- 3.A.1. Advisory Council Feedback
- 3.A.1. Hiring Qualified Faculty
- 3.A.1. Internal and External New Program Approval Advanced EMT Certificate 2023
- 3.A.1. KBOR Placement
- 3.A.1. Mandatory Placement Policy with Placement Grid
- 3.A.1. Perkins V Comprehensive Regional Needs Assessment 2024
- 3.A.1. Policy Governance for Student Academic Performance
- 3.A.2. Advisory Council Invitation and Meeting Minutes 2024
- 3.A.2. Articulating Degree and Program Learning Goals
- 3.A.2. Automotive Tech Industry Standards Alignment
- 3.A.2. General Education Outcomes Assessment
- 3.A.2. Workforce Award Levels Crosswalk
- 3.A.3. Adjunct In Service Training 2024 Spring
- 3.A.3. Blackboard Ultra Instructor Training
- 3.A.3. Common Course Procedure Template Proposal and Approved
- 3.A.3. Consistent Quality through Program Review
- 3.A.3. Course Material Request
- 3.A.3. Demonstrating Program Quality through Student Success
- 3.A.3. Dual Credit Education at Cowley College
- 3.A.3. English and Math Guides
- 3.A.3. Perkins V Student Credential Attainment
- 3.A.3. SAM and SIMNet
- 3.A.3. Supporting Distance Education through Data Analytics

3.B - Core Component 3.B

The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

Argument

3.B.1.

The size and scope of the general education program is appropriate to Cowley College's mission to "provide learning excellence, personal achievement, and community engagement" and aligned with student goals for transfer to a four-year institution. A robust general education curriculum meets transfer out goals with 79.1% of degree-seeking students choosing to complete a two-year degree in a general education or "transfer out" pathway degree over the most recent, three years. (Data Source: KBOR AY Collection)

General education degrees including the Associate of Arts, Associate of Science, and Associate of Fine Arts require completion of a 35-credit hour general education core established through the KBOR [Kansas Systemwide General Education Core Framework](#). Full-time, general education instructors attend annual [Kansas Core Outcomes Group](#) (KCOG) meetings to develop general education course learning outcomes that apply to all courses, regardless of instructor type or modality. Technical program directors seek input from [advisory council](#) members as well as employers of graduates to determine the quality of program content.

Cowley College articulates the purpose of general education in the academic catalog and on its website, stating its relationship to successful transfer and foundational knowledge: "Transfer is recognized as a crucial element within a seamless educational system" (2024-2025 Academic Catalog) and "A Liberal Arts major provides students an opportunity to experience a variety of course options as they explore their career interests. The major... provides a broad foundation of general coursework for students who want to pursue a bachelor's degree in the arts, humanities, or social sciences."

The content of general education with specific award requirements is articulated to students in the

academic catalog and embedded in the student information system (SIS) as “trees” that support academic advising and enrollment. General education outcomes include three major levels of learning goals: [Global Learning Outcomes](#) GLO desired of all graduates, [Program Learning Outcomes](#) (PLO) specific for the program level, and course outcomes outlined on the course procedures. GLO include five key outcomes: Communication Skills, Computational Skills, Critical Thinking and Problem-Solving Skills, Computer/Technology Skills, and Citizenship Skills. An Outcomes Assessment Team, composed of faculty leads from each department, reviews the student learning outcomes annually with corresponding analysis of course-embedded assessments.

It is important that faculty are aware of how their program courses relate to the outcomes. Information about outcomes assessment is communicated to new, full-time and adjunct faculty during New Faculty Orientation. The GLO are also 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. 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 with CO review at the department level, and PLO review during the regular, three-year program review cycle. Confirmation of annual submission of PLO information to support program quality is obtained for every full-time instructor by the Department Chair each spring using the [Faculty Checkout Form](#).

3.B.2.

Cowley College’s program of general education is grounded in a framework developed by the faculty using guidance from the Lumina Foundation's Degree Qualifications Profile, creating opportunities for students to gain broad knowledge in a variety of disciplines and to support student progression to the baccalaureate level. Opportunities for students to develop skills through general education curriculum are found in all academic departments: Business and Social Sciences; Career and Technical Education; Health and Human Services; Humanities; Natural Science, Mathematics and Computer Information; and Visual and Performing Arts. General education framework aligns with discipline “buckets” in the KBOR Systemwide General Education Framework with required credits earned in each bucket to align with transfer institution degrees.

Cowley College developed its first outcomes assessment process in 2001 through a cross-functional team that developed a process for defining and assessing common learning outcomes. 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."

The GLO skills of communication, computation, critical thinking, citizenship, and technology correspond with the level of success needed for degree or certificate completion and meet student skill needs for successful employment after graduation. Key courses in these areas are reviewed through the Kansas Core Outcomes Group (KCOG) to ensure alignment with Regent universities. [Consistency in data analysis](#) is facilitated through a dashboard that extracts information entered by instructors into the College’s LMS. Assessment of student attainment of GLO skills occurs broadly across all modalities, instructor types, and locations. Faculty leads for departments use course section level information to identify gaps in learning and make recommendations specific to student

population needs.

The Registrar's Office affirms expectations of graduate mastery of general education skills during the degree application process with the following statement on the College's website: "Those receiving the associate degree are expected to demonstrate the ability to communicate both orally and in writing, possess knowledge of mathematics and the physical world, and be aware of past and present cultures."

3.B.3.

Cowley College's [mission and related statements](#) affirm its commitment to create a culture that promotes growth opportunities focused on the skills necessary for students to be successful in a multicultural world. The College works to create an organizational culture that creates a sense of belonging for stakeholders and leads to an educational environment that values human and cultural diversity. Opportunities to strengthen culture include time dedicated during campus in-service and faculty Professional Development Day sessions, faculty and staff participation in the KBOR Community College Round Table, and attendance at the Regents-sponsored Michael Tilford Conference on Diversity and Multiculturalism to [increasing campus understanding](#) of the unique needs of student subgroups.

The College's faculty participated in the [Humphrey Fellowship Program](#), a Fulbright Exchange, during the spring of 2024 to promote interaction with peers from around the world. This initiative provided valuable interaction and aligns with the mission statement to provide a vibrant and inclusive academic environment.

Cowley College offers learning opportunities that recognize human and cultural diversity to develop lifelong skills in the curriculum and co-curricular. Curricular activities offer students growth opportunities to develop lifelong skills including:

- Communication skills for a responsible citizenship (English Composition, Public Speaking);
- Civility and conflict management skills (Interpersonal Communication, First Year Experience);
- Critical thinking through problem-solving skills (Principles of Sociology, First Year Experience);
- Exposure to other cultures (Cultural Anthropology, Foreign Language, Geography);
- [Research skills](#) (Introduction to Undergraduate Research, Public Speaking, Composition II);
- Service-learning opportunities embedded in Social Science Department curriculum; and
- Teamwork skills to that contribute to the achievement of common goals (General Psychology, Lab Sciences, CTE programs).

Participation in [co-curricular activities](#) provides opportunities for collaborative work with students who originate from different regions and countries, who worship differently, and who may identify with groups that are different from their own. Examples of instances where students develop lifelong skills include Phi Theta Kappa and Student Senate leadership activities, Academic Civic Engagement through Service (ACES) service learning, musical ensembles and Art & Design Club fine arts events, and collaborative relationships among diverse populations through International Student Organization and Voices Heard. All students at Cowley College benefit from events that include special speakers and panel events.

3.B.4.

The College provides opportunities for faculty and students to be involved in creative work, scholarship and the discovery of knowledge in the classroom and the co-curricular setting. Fine Arts and Humanities faculty sponsor forums for creative expression including the creative writing publication, [Mile Marker Review](#), public [Creative Claws Writers' Corner events](#), Talent Shows, [student and faculty art exhibits, as well as theatre and musical performances](#). Curricular opportunities include enrollment in fine arts general education courses and ensembles such as Concert Band, Theatre Practicum and Cowley College Singers and individual instrumental or voice lessons.

Faculty and students contribute to scholarship through research methods courses and participation in organizations such as Math and Science Club, mature in knowledge through competitive Collegiate Quiz Bowl, develop entrepreneurial skills as members of [Collegiate DECA](#), and identify problems, conduct research and create solutions through [Phi Theta Kappa Honors in Action](#) projects.

Faculty are encouraged to participate in scholarly research through extended service pay, conducting active research, and professional development, with funds available for conferences and travel. The [Master Agreement](#)'s Articles IV and V include language that allows for leave with the purpose of personal and/or professional growth and states the College's commitment to establish a pool in the general fund to pay for tuition to continue the education of faculty. Faculty are given opportunities to share research at College in-service, faculty meetings and departmental meetings.

Sources

- 3.B.1. 2023 KCOG Annual Report
- 3.B.1. Advisory Council Feedback for Program Quality
- 3.B.1. Faculty Checkout Form 2024
- 3.B.1. General Education Outcomes Assessment Grid 2022 2023
- 3.B.1. GLO PLO in Program Review
- 3.B.1. Kansas Systemwide General Education Core Framework
- 3.B.1. Program Learning Outcomes PLO
- 3.B.2. GLO Dashboard
- 3.B.3 Organizational Culture that Supports Student Growth
- 3.B.3. April 2024 Humphrey Fellowship
- 3.B.3. CoCurricular Growth Opportunities for a Multicultural World
- 3.B.3. Curricular Support for Student Research
- 3.B.3. Mission and Related Statements
- 3.B.4. Collegiate DECA
- 3.B.4. Contributing to Scholarship through Phi Theta Kappa
- 3.B.4. Creative CLAWS
- 3.B.4. Master Agreement 2023 2024
- 3.B.4. Mile Marker Review
- 3.B.4. Theatre and Musical Events

3.C - Core Component 3.C

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

1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
6. Instructors are accessible for student inquiry.
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

Argument

3.C.1.

The College strives to ensure the overall composition of faculty and staff reflects human diversity through the application of [non-discrimination and equal opportunity](#) (EEOC) policy. The College communicates this commitment to all prospective employees through job application documents: “Cowley College is an Equal Employment Opportunity employer. Cowley College is dedicated to providing equal opportunities to all individuals regardless of race, color, religion, ethnic or national origin, gender, age, disability, sexual orientation, veteran’s status, or any other factor that is a prohibited consideration under applicable law”.

Human Resources at Cowley College utilizes the services of Paycom, a software solution, to manage all talent management needs including advertising of open positions. All job postings are shared with Paycom for posting through a variety of employment sites that share the hiring opportunity nationally including Indeed, Simply Hired, and Glassdoor.

Despite efforts to increase faculty and staff diversity, the [2023 IPEDS Human Resources](#) (HR) survey’s data set shows employee groups do not reflect the constituencies served. A comparison of the HR Survey with the 2023 IPEDS Fall Enrollment survey reveals a lower representation of federally-reported Race and ethnicity categories for employees along with a greater representation who selected White as their Race/ethnicity category when compared to the groups represented within the student body.

The [Employee Handbook](#) is published on the website as a reference for continuing and prospective

employees and provided to new employees during orientation. The handbook includes information designed to communicate the College's commitment to a safe workplace environment that is free from harassment that denigrates individuals due to race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender and identity expression, genetic information, marital status, political affiliation or any other characteristic protected by law" (p. 13) The handbook also includes clear verbiage guiding employees who believe they are the victim of discrimination through the [employee complaint policy](#) and outlines the process for complaints of retaliation.

The College invests in specialized roles and employee skill sets to support student subgroups that extend beyond demographic categories to include underprepared students, students seeking their GED, first generation students, at risk high school students, and English Language Learners (ELL). The College supports first generation, students with disabilities, and at-risk high school students through services provided by nine full-time employees located in the Accessibility Office (1 FTE), IMPACT Student Support Services (TRiO; 5 FTE), and Upward Bound (TRiO; 3 FTE). ELL and Hispanic Latino students receive language support from eight full-time staff and two full-time instructors with a fall term ratio of 4:1 for Spanish-language students who selected ELL status on their application.

Fifteen full-time faculty and staff supported the needs of 269 students placing into remedial coursework during the fall term while (18:1) while the College's Adult Basic Education Center's three full-time met the needs of community members seeking their GED and/or special Kansas high school diploma.

3.C.2.

The Administrative Council works with Human Resources (HR) to determine sufficient numbers of faculty members and manages talent to support continuity using needs analysis based on new program needs, information for programs with increasing and/or decreasing student enrollment, retirement projects for positions to be re-hired and recommendations from academic program reviews.

Tenured and tenure-track faculty are responsible for the oversight of curricula with the development of course competencies and the general assessment of courses and programs. Faculty actively develop and implement the student global learning outcomes (GLO) and in the assessment and analysis of associated data. Faculty carry out annual program review along with the responsibility to modify 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](#).

A [comparison with ten Kansas peer community colleges](#) selected for student headcount and location to town shows Cowley College employed a higher full-time equivalent instructional personnel over the most recent three years' publicly available data sets. Additionally, a three-year average student-to-faculty ratio of 17:1 for the College is similar to its peers' average of 16:1.

The Master Agreement contains language limiting class size to create an equitable workload for faculty and support quality in teaching and learning: "It is the policy of the Board that the full-time-equivalent faculty-student ratio for the College shall be 1:25 but with no more students in any classroom than the number of laboratory stations which the administration determines will accommodate such students. Recognizing the difficulty in achieving this goal under present circumstances, the Board agrees to authorize and direct the President to develop staffing plans and make assignments designed to achieve the adopted ratio at the earliest possible date. Realizing that

the policy of the Board is reasonable and consistent with recognized standards, the Professional Employees agree to cooperate fully in the development and implementation of the administrative plans designed to achieve the adopted ratio.”

Other non-classroom roles faculty may choose to engage in through a supplemental contract and/or reduced teaching load include the following roles: Department Chair, Lead Instructor, Advisor, Club/Organization Sponsor. Full-time faculty may also opt to teach courses with a credit-hour load higher than the contracted 15 FTE credit hours per semester; this additional teaching responsibility is also remunerated through a supplemental contract. Information about supplemental and other extended service contracts can be found in the evidence file’s Master Agreement document.

Establishing the academic credentials for instructional staff and part-time faculty is undertaken as part of collaborative work by the Department Chair, CAO, HR Director, and hiring committee.

3.C.3.

The College follows policies that guide in the selection of highly credential faculty. Policy 240.00 Selection of Professional Employees and its associated procedures are reiterated in Article VI Professional Rights and Responsibilities Section 1. Professional Employee Preparation of the Master Agreement (p. 22) and apply to all instructor types [regardless of employment status](#) (full-time; part-time) and location (dual credit; distance education; college campus). The consistent application of a documentation form focuses candidate selection on the achieved required credentials and/or certifications and licensures appropriate to the discipline and/or program. 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. (See evidence file document 3.A.1. Hiring Qualified Faculty)

Academic departments determine the credentials needed for each course taught and identify any applicable sub-disciplines. A master list of these qualification requirements is kept on file in the Academic Affairs Office and updated by each department as needed. Examples from transfer pathway disciplines and CTE programs is included in **3.C.3. [Faculty Qualifications by Discipline and Program.](#)**

Department Chairs serve as hiring managers, lead committee review of the candidate credentials, and recommend final hiring decisions. The CAO verifies the credentials on hiring paperwork followed by CAO and CEO recommendation for approval to 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 instructor credentials, are maintained by Academic Affairs.

3.C.4.

Policy 246.00 Faculty Evaluation is aligned with Kansas Statute 71-216 and establishes the activity’s purpose and schedule: “to improve the performance of assigned responsibilities. All professional employees shall be evaluated once each semester for the first three years of employment; once each year for the next three years; and once every three years thereafter. The performance of each professional employee will be evaluated for the period of time beginning with the latest prior

evaluation and follow the processes outlined in the Master Agreement.” Correspondingly, Article VII Evaluations in the Master Agreement also outlines the purpose, process and schedule for the evaluation of full-time tenured and tenure-track instructors. Instructor evaluation occurs at intervals established by college policy and master agreement, and are documented in written form and reviewed with faculty. Evaluation procedures also occur with part-time faculty regardless of instructional modality (Policy 279.00 Adjunct Instructor Evaluation Policy).

The [evaluative process](#) includes the completion of class observation(s), completion of a job target form with review by the Department Chair and CAO. All full-time instructors develop job targets, outline annual goals, and provide evidence supporting the relationship between the targets and goals, specific program and course content, and the mission and vision of the College.

A classroom observation form is used for in-class observations of all faculty regardless of location with a results review with the instructor; opportunity to respond to the comments made by the observer is included in the feedback process. The College’s classroom observation form for distance education follows best practices from Quality Matters and evaluates courses on factors that include instructor interaction and mechanisms that facilitate instructor to student communication including discussion posts and chat. 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 the evaluation 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. 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.

Language in Section 2. Administrative Review and Performance Improvement of Professional Employees (Master Agreement, Article VII) states “The College recognizes and accepts the responsibility to attempt to improve the performance of Professional Employees prior to recommending disciplinary action to the Board. In fulfilling this responsibility, the following Performance Improvement and Administrative Review procedures will be employed, unless there is clear evidence of a flagrant violation of Board policy or Kansas law.” The Performance Improvement Plan (PIP) describes performance deficiencies and provides structure for the Department Chair and instructor to outline improvement strategies and resources, including a timeline for improvement, consequences and expectations.

Students evaluate both instructor and course quality every regular fall and spring term using Anthology’s CoursEval platform. 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.

[Student evaluation of instruction](#) also occurs every three years using the Noel Levitz Student Satisfaction Inventory (SSI). The College invited 2, 256 students to complete the SSI during the spring of 2022 with 636 or 28.2% completing the survey. 73% of respondents selecting “Academic reputation as factor in decision to enroll,” an indication that quality in teaching and learning is important to students at Cowley College. The Administrative Council examines data from

CourseEval and the SSI's Instructional Effectiveness Scale as part of the AIM Institutional Effectiveness Dashboard 2. Satisfaction with Instruction as part of an annual review of key performance indicators. A comparison with the National Community College cohort shows a greater level of student satisfaction with instruction at Cowley College. Individual items from the SSI are also included in the AIM Retention dashboard if identified as a strategic challenge by Noel Levitz.

3.C.5.

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. The Master Agreement stipulates the College maintain a pool of \$8,000 to pay for the tuition and general fees for instructor continued education. Additionally, the agreement requires a pool of \$10,000 to pay for approved professional improvement for full-time faculty to include conference attendance, workshops, professional association dues, and travel expenses.

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.

A faculty-led [Professional Development \(PD\) Day](#) committee works with faculty to identify trainings and speakers for two annual fall and spring events. Professional Development Strands are identified on the College's website and drive identification of content for events. Strands include Technology, Instructional Strategies and Approaches, Student Population and Needs, Assessment, Personal Health and Well-being, and Developing Community. All activities associated with PD Day are supported through fiscal resources allocated annually through the budgeting process.

Other regular trainings for faculty include required Blackboard training for first-time online instructors and drop-in training for all online instructors regardless of experience. Specialized trainings include those developed using materials from Quality Matters, Blackboard Ally accessibility tool education, annual [Perkins V instructor training](#), and opportunities to increase data literacy through participation in IE Office trainings on the use of Tableau for data analytics needs. The 2024 administration of the Noel Levitz College Employee Satisfaction Survey (CESS) indicates a higher level of satisfaction for faculty at Cowley College when compared to peers in response to "This institution does a good job of meeting the needs of its faculty". (Cowley College: 3.33; Peer: 3.30).

3.C.6.

The Master Agreement explicitly states expectations for student access to faculty outside time spent in the classroom to include the posting of 32 hours per week, spent in either the classroom or instructor office with the option to post up to two hours as e-hours. Faculty with teaching loads of greater than 24 credit hours must add one hour of office time for each three-hour increment over 24 credit hours. Faculty teaching writing intensive courses may take one flex hour for each course, up to five hours, to provide time for on or off campus grading. (Article II Professional Workload, Section 3. Posting Office Hours, p. 6)

Full-time instructors teaching in both the face-to-face and distance education settings [communicate their availability](#) and location to students in course syllabi. Part-time instructors must post their availability to students in the course syllabus. All instructors have an Office 365 email account that can be accessed on and off campus. Emails are listed on the College's website so students can locate and contact instructors when needed. The College also maintains Zoom licensing to facilitate virtual access to instructors. 2022 Noel Levitz SSI results indicate students at Cowley College are more satisfied with instructor availability compared to the national cohort. (CC: 6.22; Natl: 6.10)

3.C.7.

Policy 161.00 [Requisition and Section of Non-Faculty Personnel](#) and its corresponding procedure (161a) commit the College to the employment of qualified personnel and the governing body to compliance with the Fair Labor Standards Act. AP161a outlines a consistent process for all aspects of the employment process including a review or creation of a job description, and the assembling of a cross-departmental interview committee with hiring manager lead.

The College maintains a 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, coaching staff, dorm managers, and advisors. Specific areas like the Accessibility Coordinator and Student Life Counselor have required credentials and/or experience for their positions. The interview committee evaluates applicant qualifications and experience, selects finalists for interviewing, and provides the hiring manager and appropriate administrator with a hiring recommendation.

All new employees participate in [onboarding activities](#) with Human Resources (HR), including an overview of the institution, mission, and values and given a copy of the employee handbook. The New Hire Preparation and First Day of Employment checklists identify the specific departmental needs for new employee success. Supervisors in specific areas provide additional orientation for skills critical in their area.

[115.00 Professional Development Policy](#) states the organization's commitment to providing "ongoing training and development opportunities for all employees." Departmental budgets and Perkins funding support employee development through conference attendance and professional association membership including the National Association of Student Financial Aid Administrators (NASFAA), National Association of College and University Business Officers (NACUBO), American Association of Collegiate Registrars and Admissions Officers (AACRAO), Kansas Library Association, and the Association for Institutional Research (AIR). The College also hosts regular all-college in-service trainings as a vehicle to increase employee knowledge about broad College priorities and specific knowledge sets. Staff participate with faculty on the Professional Development Committee to create fall and spring trainings.

Identifying development needs is a key component of the [annual performance appraisal](#). All full-time employees evaluate their performance, identify training needs, and review supervisor feedback using the Annual Performance Review Form. Human Resources, working collaborative with the Administrative Council, created an updated version of the review form to strengthen the alignment between the instrument and the College's Core Values of People, Accountability, Integrity, and Leadership.

Support through employee recognition occurs annually with years of service recognition and corresponding pay change and specialized awards including the Ben LeClair Staff Award, Paul

Stirnaman Award for Teaching Excellence, and the Docking Faculty Achievement Award.

Cowley College supports employees through equitable pay. The Cowley Education Association represents all full-time faculty and negotiates an annual agreement with the College's administration and governing body. College administrators, trustees and faculty representatives compare [salary information](#) published by the Kansas Community College Business Officers (KACCBO) during negotiations. Typically, negotiations result in an increase for both faculty and staff. Internal feedback and analysis of pay for staff resulted in a partnership with [Korn Ferry](#), a global organizational consulting firm, to conduct a study in 2018-2019. This study resulted in the creation of a formal compensation structure that used an interval value and external pricing methodology. All job descriptions with corresponding grade levels were evaluated, pay dispersion within grades analyzed, and compared to regional levels of compensation. The study concluded with base salary pay increases for individuals in entry level roles for some departments; the College would add a longevity bonus to increase faculty retention in 2019-2020; a bonus for staff retention was initiated in 2020-2021.

Campus stakeholders identified [support to employees as strategic priorities](#) for both the 2018-2021 and 2022-2025 strategic plans. From 2018-2021, Priority 3 focused resources to develop and maintain on-boarding processes and training to increase employee confidence and competence (Strategic Initiative 3.2a.) and to develop a process of providing for professional development of employees that meets the needs and growth interests of the College (Strategic Initiative 3.2b.) while Priority 4 emphasized the importance of knowledge management to “develop processes for providing valid data to drive decision-making and compliance reports” (Strategic Initiative 4.1). Results for Priority 3 initiatives included the implementation of Paycom to management human resources information and trainings, 90-day new hire orientation evaluation for supervisors and new hires, updated employee handbook, newly designed benefits guides for new employees, and the creation of the Professional Development Day committee. Expansion of the Knowledge Management Team, adoption of Tableau, a data visualization platform, creation of a cloud-based data lake, and creation of “By the Numbers,” a regular publication to increase data literacy were foundational results for Priority 4.

Institutional priorities within the 2022-2025 strategic plan includes Priority 6 EQUIP: Cowley College invests in its employees to create a culture that promotes personal and professional growth. During Year One, the team continued to develop onboarding processes to include the New Hire Preparation Checklist, to expand skill specific training opportunities through the Tiger Training Academy, and to increase transparency with the weekly [Tiger Tweets and Take Aways and Tiger Tales](#) emails.

Sources

- 3.C.1. 128.00 Non-Discrimination and Equal Employment Opportunity
- 3.C.1. Art Appreciation Instructor Adjunct Posting 202408
- 3.C.1. Employee Complaint and Whistleblower Policies
- 3.C.1. Employee Handbook 2024
- 3.C.1. IPEDS Faculty Staff Student Profiles
- 3.C.2. Shared Governance Philosophy

- 3.C.2. Supporting Teaching and Learning through Sufficient Faculty
- 3.C.3. Art Appreciation Instructor Adjunct Posting 202408
- 3.C.3. Faculty Credential Rubric with Education Plan
- 3.C.3. Faculty Qualifications by Discipline and Program
- 3.C.4. Faculty Evaluative Process
- 3.C.4. Student Evaluation of Instruction
- 3.C.5. Faculty Job Target Template
- 3.C.5. Perkins V Training 2023 Fall
- 3.C.5. Supporting Teaching and Learning through Faculty Development
- 3.C.6. Communicating Instructor Availability to Students
- 3.C.7. 2022 2023 KACCBO Salary Information
- 3.C.7. Employee Development in Strategic Planning
- 3.C.7. Hiring Qualified Staff
- 3.C.7. Korn Ferry Pay Study
- 3.C.7. Performance Appraisal
- 3.C.7. Professional Development and Campus-Wide Training
- 3.C.7. Supporting Employees through Strategic Planning
- 3.C.7. Supporting Staff through Onboarding
- 3.C.7. Tiger Tweets Takeaways and Tiger Tales

3.D - Core Component 3.D

The institution provides support for student learning and resources for effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its offerings and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites and museum collections, as appropriate to the institution's offerings).

Argument

3.D.1.

The College determines student needs through identification of key subgroups within its enrollment profile and subsequent research to determine unique subgroup needs. New college student needs are determined through feedback collected from parents at the time of campus visits while communication with high school counselors and [student surveying](#) addresses the needs of new and continuing, dual credit students. A broad look at higher education in general, K-12 enrollment and graduation trends, population shifts and internal data sets is included in the strategic plan's [environmental scan](#) and reviewed by the entire campus. Administrators review [SSI feedback](#) to identify areas where results indicate higher importance for a service and which services show widening performance gaps. Key performance indicators using SSI in the AIM are also reviewed each fall.

The College supports community needs through Adult Basic Education (ABE). The ABE Center serves individuals seeking to attain a GED or special Kansas high school diploma and/or English language (ESL) classes. ABE also participates in [Accelerating Opportunity \(AO-K\)](#), a program that coordinates high school diploma attainment while completing a workforce certificate. This program includes aid for course-related tool and supply needs plus free tuition for a short-term certificate in Carpentry/Construction Trades, Electromechanical Maintenance, EMT, Welding Technology and Allied Health assistant programs. The KBOR [Kansas Adult Education Program Portraits](#) includes evidence of higher employment after exit, credential attainment and measurable skills gains (MSGs) for participants at the ABE Center, demonstrating the value it brings to the service area.

Growth in the Hispanic Latino community in both Cowley County and the state prompted the College to meet the needs of Spanish-speaking students and their families with the addition of its first bilingual admissions representative for the Arkansas City Campus in May 2021 and a second located at the Wichita Site in the fall of the same year. These staff provide students and their families with translation support, visit public and private high schools in Kansas, assist at FAFSA workshops, and are members of the Priority 2 Impact strategic planning team.

The College strives to provide equitable support services to students attending classes at all

locations. All physical locations employ a full-time site coordinator who manages facility quality and designs supports unique to its enrollment profile. The 2022 Multi-Location Visit Peer Review Report corroborates the College's efforts to meet the needs of key constituents: "Cowley College is strategic and intentional with its additional locations. Programs/locations are added based upon community need. Conversations with site director as well as Winfield Correctional Facility (WCF) representatives share the programming offered for inmates at WCF in response to potential career opportunities for inmates. The Mulvane Technology Center South (MTCS) offers technical programs in response to community needs and the Short Education Center (SEC) is a complementary site to the Cowley College Sumner Technology and Innovation Center on the same property which offers technical programs. SEC allows high school students to complete general education courses as well as complete technology courses. Conversations with the President and key administrators confirm that the institution consistently works with external partners to evaluate need and provided examples of programs developed in response to need, including welding, emergency management, first responder training, etc."

Business Office and Financial Aid staff work together to coordinate messaging to students and families to increase financial literacy and support student needs through [needs identification and aid matching](#). Financial aid staff support students with FAFSA assistance and match students to Foundation scholarships using a data dashboard. The AIM Institutional Effectiveness dashboard includes a [financial accountability and support to students](#) metric with results including a decreasing three-year student loan default, lowering average student loan debt compared to financial aid cost of attendance and a new goal to lower the percentage of students with unpaid debt at the end of the fall term.

Providing students with aid to attend college is a critical need in the community college setting. Students who completed the 2022 Noel Levitz SSI administration shared that educational cost and available aid were high on their list when deciding to attend Cowley College. The College's most recent [IPEDS Data Feedback Report](#) (DFR) shows 98% of the College's first-time, full-time degree/certificate-seeking students were awarded grant aid with 68% of those students receiving aid directly from the College and/or its Foundation. The 150% graduation rate for 2019 fall cohort members who received Pell grant aid was 40%, +1% when compared to peer institutions, and 38% for students with direct subsidized loans (Peers: 35).

The Registrar's Office meets the [transfer needs](#) of students transferring out and/or entering as new transfer students. Transferring out is facilitated in Kansas through the many articulation and 2 + 2 agreements with four public and private universities and through the KBOR General Education Core. The Registrar accepts transfer credits for placement on a Cowley College transcript following review of the accreditation status of the institution awarding the credits along with collaborative review with faculty when needed to determine curriculum equivalency. Credit for prior learning (CPL) is also a vehicle for transfer in credits with credit hour equivalency for Advanced Placement Exams (AP), College Level Examination Program (CLEP), life experience, industry-recognized credentials, military-originated credit, portfolio review, Scholastic Assessment Test (SAT), and traditional transfer credits. All CPL is reported to KBOR through the Annual Year (AY) Collection for review.

Reverse transfer is available for students who did not complete the requirements of an associate's degree before transferring from Cowley College. Students must have completed at least 45 hours of earned credit from the College, complete an application, and provide an official transcript from the university prior to the award of credits by the Registrar.

Supporting the workforce needs of its service area and the state is accomplished through labor needs analysis through Perkins V Needs Assessment (See 3.A.1.). College personnel and K-12 partners meet regularly to analyze current programs offered and emerging needs, creating an assessment that guides new program proposals and coordinated grant funding. The College also supports the financial needs of CTE students with aid administered through the [Kansas Promise](#), a last dollar aid program begun by the State of Kansas in 2021. As of 2023-2024, 256 students have received \$1,068,946 to pay for enrollments in workforce programs and transfer pathways that result in degrees and certificates that support state employment needs

Cowley College works to provide educational access to dual credit students through its AcceleRate tuition waiver program and administration of [Excel in CTE](#), a tuition waiver program sponsored by KBOR. Dual credit students saved over \$1.2m in tuition and fees cost for the 2022-2023 with over \$800,000 benefiting students residing in the KBOR service district.

Dual credit students have been supported by a high school recruiter with this role expanding to become the [Director of Dual Enrollment and Partnerships](#) for 2024 fall. This expanded role will report to the CAO and serve as a liaison between the College and its high school partners to develop and maintain partnership agreements, develop course schedules to meet student needs, and provide orientation and oversight of CEP instructors and classes at high school locations. Other supports to dual credit students include enrollment in courses facilitated by College recruiters on the high school campus and a special [high school student handbook](#) with information including enrollment processes, program requirements, course placement, online services, costs, transcripts, syllabus, FERPA, tutoring support, access to disability services and other Student Right to Know information. New dual credit students complete orientation through “Cowley Success,” a course that covers how to add, drop and withdraw from courses; how to navigate Blackboard, Cowley Connect and Office 365; how to purchase textbooks; and important campus contact information.

Strict implementation of faculty qualifications and additional stresses placed on educational institutions during the COVID-19 pandemic led to the increased delivery of curriculum to high school students using two-way technology. Both full-time instructors at Cowley College and qualified high school instructors continue to meet needs by providing live-streamed course content.

Service area dual credit high school students who qualify for TRiO services may apply for membership in Upward Bound at Cowley College. Four, full-time Upward Bound employees serves 63 students each academic year with supports that include tutoring, campus visits and an annual, educational trip. The most recent [annual performance report](#) confirms the quality of support offered by the program to participants during their K-12 enrollment with met goals of academic performance (GPA), academic performance for standardized tests, and secondary school retention and graduation.

[Supporting student success](#) remains a focus of strategic planning at Cowley College. Three strategic priority teams, Impact, Relevance, and Community, created SMART goals and action plans to improve support to students. Goals included increased retention and enrollment for Hispanic Latino students, the introduction of digital badging for CTE programs, assessment of FYE modules for effectiveness of mental health and alcohol/drug use interventions, and increased support for community partners at the Sumner Campus. All three teams met goals including a 3% increase in first to second fall retention for Hispanic Latino students, creation of 12 badges with over 100 individual badges issued to students for the Criminal Justice department, and expansion of community outreach at the Sumner Campus through increased attendance and programming for the annual Robotics Competition, the hosting of new events including the Future Farmers of America

(FFA) Foundation meeting, and the addition of four new community event sponsorships.

The College continues to support international students and military personnel through two full-time positions. The International Student Coordinator provides support for maintaining visa status and sponsors the International Student Organization, providing all students with opportunities to build relationships and engage in campus activities. Active military and veteran students and their dependents receive assistance from the [VA Military Representative](#) who assists with enrollment and paperwork to secure aid through Department of Defense tuition assistance and other awards specific for members of the military and their dependents. In 2023-2024, Cowley College became the only community college in Kansas to be ranked as a Gold Standard Military Friendly school based on services offered and success rates for military-connected students.

The Assistant Athletic Director for Academics & Compliance (AAD) supports student athletes through advising services to support compliance with the academic requirements of the National Junior College Athletic Association (NJCAA) and the Kansas Jayhawk Community College Conference (KJCCC). The AAD provides prospective student athletes and their families with information to the athletic student success rates on the College's Student Right to Know page. [Athletic student success](#) in the classroom is important at the College, with AIM annual dashboard reviews that include a key performance indicator focused on athletic team success and diagnostic data sets that allow for drill down that disaggregates the data to pinpoint student athlete success.

Students requiring accessibility accommodations are supported by a full-time Accessibility Office. The Accessibility Coordinator serves as a link between students and faculty, creating a plan for accommodations for students providing documentation of disability status. The Accessibility Coordinator serves on the [AIM Educational Access and SCORE Retention teams](#), reviewing diagnostic data analysis and providing feedback to support student success. Current efforts by the Coordinator to support access and retention include:

- Tracking student requests and responses for "extended time for assignments" accommodations;
- Increased messaging to students about extended test time and distraction-reduced area to use to meet accommodations; and
- Increased check ins with students and referrals to the College's IMPACT TRiO program.

A walk-through assessment of the College's Main Campus is also conducted annually by the Accessibility Coordinator, Director of Maintenance, and Vice President of Financial and Administration. The Office of Student Services communicates information about accessibility services to students in the [Student Handbook](#) and the electronic [Annual Notification letter](#).

Recognizing that not all students are willing to express a need for accommodations, the College focused on access to all through the 2018-2021 strategic plan's Priority 1 Student Success team's strategic initiative, "Improve campus and on-line accessibility to be compliant" (SI2.1c.). Collaborative work by faculty, the Director of Distance Education and the College's Webmaster increased digital accessibility of Blackboard files from 52% to 86.1%; improved overall website accessibility; and supported faculty development through Summer Symposiums featuring nationally recognized experts in accessibility. The College was selected for the Universal Access Award by Simply Syllabus for the institution that has made a commitment to communicating curriculum to their students in an open and accessible format and the Blackboard Catalyst Award in 2021 for optimizing the student experience. Most recently, the College upgraded to Blackboard Ally to support accessibility; all students have access to accessibility tools on all college computers, regardless of declared accessibility needs.

The COVID-19 pandemic disrupted education for students across the nation during the spring semester of the 2019-2020 academic year. Because of an [emergency crisis plan](#) (2021) with distance education course delivery measures, the College successfully converted all face-to-face courses to distance education in two weeks. The plan charges Academic Affairs with “ensuring a continued academic learning environment during a time of crisis.” Data analysis focused on the 2019-2020 spring term found the DFW rate to be consistent when compared to the immediately preceding spring term (2018-19: 20.2%; 2019-2020: 20.9%) with a comparable withdrawal rate (2018-19: 6.2%; 2019-2020: 6.6%) Additionally, first to second fall retention rates for the 2019 fall, first time, degree-seeking cohort increased for both full-time (2018: 58%; 2019: 63%) and for part-time cohort members (2018: 28%; 2019: 56%) (Data Source: IPEDS Graduation Rates Survey). Cowley College returned to face-to-face programming with reduced course section headcounts for 2020 fall. The President’s Office surveyed all students (N=2,558) during 2020 fall to collect feedback about the College’s management of the COVID-19 pandemic. 13.9% or 358 students completed the survey, providing feedback about their feeling of safety on campus, in the classroom and learning spaces, in residential housing spaces, and the perception that faculty and staff cared about their well-being.

Non-academic support services are important in helping students be successful. Cowley College employs a full-time mental health counselor, has a therapy dog on campus, and became the first Kansas Community College to establish a chapter of Hope Squad on its campus. [Hope Squad](#), a peer-to-peer prevention program, builds on the power of connection and is led by the Director of Student Life with services delivered to the student body by trained faculty, staff, and students. The College actively [supports student mental health needs](#) to increase student persistence, including an initiative in the 2022-2025 strategic plan and a key performance indicator in the AIM Retention dashboards. A mental health survey, “[How are You Feeling?](#)” is administered every fall term and asks students to rate their overall mental health and how it is affecting both their personal relationships and their class attendance and performance. Analysis from the 2023 fall administration showed a second year of improvement for the impact of mental health on class attendance performance. The AAD provides [resources for student athletes](#) and coaching staff to support health and performance recommended by the National Junior College Athletic Association (NJCAA). New in support for 2024 fall is the implementation of TalkCampus, an instant, 24/7 support students can access for free. Information from all of these services is used by Student Services to adjust programming to meet student needs.

Cowley College’s [Behavior Intervention Team](#) (BIT) supports students through employee training to meet campus crisis needs and to protect the mental health and well-being of students, faculty, and staff. The team uses state and federal threat assessment resources to guide trainings and identify behaviors indicating need for intervention. BIT Team members include administrators (Athletic Director, CAO, Executive Director of Student Services, Director of Student Enrollment and Success), faculty, and staff (Accessibility Coordinator, Director of Campus Security and Public Safety, Director of Marketing, Director of Student Housing, Student Life Counselor). The team utilizes the College’s web-based early alert system and LiveSafe app with responses that focus on proactive interventions that support student mental health and well-being.

Feedback from students resulted in the creation of a [student pantry](#), a resource that offers a supply of essential items to students living on or off campus at no charge. Every student is issued ten points to spend on hygiene, household, food and/or other miscellaneous items monthly. The Main Campus provides the highest access to students with a second pantry at the Summer location. The student pantry is supported by grant revenue and monthly payroll deductions from employees.

3.D.2.

Identifying academic readiness for new college students is critical for student success. Cowley College's [mandatory placement policy](#) limits students to course enrollments based on [assessments](#) that include standardized tests such as ACT and Accuplacer Next Generation, high school course GPA in qualifying English and math classes, and satisfactory completion of pre-requisite remediation at previously attended colleges. [Collaboration by Cowley College's math faculty](#) with other Kansas peers began in 2023 to support a state-wide initiative to assess remedial math curriculum. This work will support underprepared students by delivering math remediation using [co-requisite course delivery](#), enabling students to remain on time for gateway math course completion. This new course is projected to join College Algebra with Review, a gateway course with embedded remediation, in 2025 fall, aligning with the KBOR timeline.

Data analysis conducted by English faculty led to the creation of a second English Supplemental Seminar to meet the unique needs of English language learners (ELL). This new course, EBE2207, is three-credit hours, and follows the Accelerated Learning Program (ALP) model adopted in fall 2017. Course outcomes focus on student use of academic English to complete course activities required in Composition I. This course meets the needs of the College's international student population along with the needs of local, Hispanic Latino students.

Course prerequisites are created to ensure students have foundational knowledge before enrollment. Students must achieve a grade of C or better to advance from remedial to undergraduate English and math. One demonstration of success for first gateway course completion after remediation can be found in the [AIM Retention](#). Evidence of an organizational focus on remedial education includes both course revisions and increased collaboration between faculty and tutoring services.

New college students are encouraged to participate in a ["big day" orientation](#) and a fall, First Year Experience course with content including information about campus services, FOCUS 2 career exploration software, and participation in Vector Solution's Get Inclusive modules. Course units include Transitions, Balance, and Organization; Critical Thinking; Priority Management; Information Literacy; Motivation and Achieving Your Goals; and Test Preparation and Test Taking.

All students have access to tutoring services at the [Tiger Learning Center](#) (TLC), online, and at the Mulvane Science, Engineering and Academic Center (SEA). The TLC's Educational Navigator manages the College's [early alert system](#) and coordinates messaging based on information entered into the system by faculty. Student advisors, activity sponsors, coaches and other responsible parties follow up on alerts with the student. [English and math faculty liaisons](#) work with the Educational Navigator to create programming and serve students. [Peer tutors](#) are selected through a recommendation and interview process and undergo training on tutoring techniques. [Data dashboards](#) are also used to identify and communicate with students at risk for failure in remedial courses, gateway English and math courses, and general education courses with high DFW rates. Work during 2023-2024 by the Educational Navigator resulted in data dashboards to determine the relationship between student participation in services and course success. The College also provides 24/7 access to [Tutor.com](#).

Students who qualify under federal guidelines for TRiO services may become members of IMPACT, a TRiO Student Support Services program located on the main campus. The IMPACT program is designed to assist degree-seeking students successfully reach their goal of graduation from Cowley College and transfer to a four-year institution or enter the workforce. IMPACT services include [workshops and trips](#) to four-year universities along with tutoring, financial aid and advising support. IMPACT students also develop a personal success plan in conjunction with IMPACT advisors. The College's IMPACT program serves 160 members annually with [success rates](#) that demonstrate

support for its members.

3.D.3.

Academic advising has been a strong focus at Cowley College since the commencement of its last AQIP action project, “Enrollment 123,” and continued to be a focus for both the 2018-2021 and 2022-2025 strategic plans.

[Policy 417.00 Academic Advising System](#) defines advising as “a collaborative relationship between a student and an academic advisor that provides each student with an advisor who will take a personal interest in the student and their academic pursuits.” The role of advisor is filled by Admissions representatives, IMPACT staff, and both full- and part-time faculty with supplemental contracts.

Advisors attend training prior to the assignment of advisees. Assignment of advisees is based on student information including location, choice of program or transfer pathway major, and/or other student subgroup variables. Student subgroup assignment includes matching military students with the Military Coordinator, international students with the International Coordinator, and student athletes with the Assistant Athletic Director. Students who meet first generation, socioeconomic need guidelines and/or have accessibility needs and become a member of IMPACT receive advising services from program staff. The Registrar provides advising support to students who need additional assistance with transfer out of credit hours.

Two 2018-2021 strategic planning initiatives drove organizational change supporting advising services: 1.2a. Outline Consistent training and communication of advising processes and 2.2a. Refine the retention module use, outline processes and identify key factors affecting retention process. Activities embedded in 1.2a. included the formation of the Academic Advising Council, creation of a [template for the advising process](#) structured around student career goals, identification of hurdles to advising and corresponding solutions, and creation of the Cowley Advisor Starter Kit. The advisor starter kit, a Blackboard course, includes a timeline for communication with students, advising tools and training videos, and links to professional development services from the National Academic Advising Association (NACADA). Refining the Jenzabar student information system’s retention module included the creation of two teams, the first to monitor and streamline the early alert processes and the Student Completion and Retention Team (SCORE) to identify key factors contributing to student stop-out.

[Academic advising](#) remains a focus for the current strategic plan with a goal to standardize academic advising processes to increase student retention. Currently, new advisor training begins with the [Self-Guided Advisor Training Checklist](#) and completion of the New Advisor Training Module in the Advising Kit. The training checklist includes recommended resources and tools and concludes with an individual training with the Director of Student Enrollment and Success or with the Lead Advisor. Collaborative work with the [National Institute for Student Success](#) (NISS) aligned with advising initiatives beginning in 2021 fall.

Tableau dashboard integration supporting advising began with the 2019 [Student Risk dashboard](#). This tool quickly identifies at risk students, giving advisors information to apply levers to remove barriers.

Evaluating [student perceptions](#) of academic supports, including advising, follows the regular, three-year administration of the SSI. The 2021-2022 administration showed overall improvement for the Academic Advising Effectiveness scale with one weakness in perceptions of advisor knowledge about

program requirements. When compared to the national cohort, the College's performance gaps have been consistently smaller across the most recent, two survey administrations. Strength in advising services in combination with positive feedback for other campus services contributes to student retention and success.

3.D.4.

The [Renn Memorial Library](#) provides print and digital materials access for students and community members. The library's budget allocates significant [resources for digital material access](#) and staff use intercampus mail to provide print material access to support students at all locations. Electronic resources include access to databases, videos, writing supports and other research helps. The Library's Director provides monthly information about student usage to the Board of Trustees and assesses usage in the AIM Institutional Effectiveness's Use and Impact of Academic Support Services dashboard.

Information technology (IT) infrastructure includes the Jenzabar student information system, the web-based [Cowley Connect](#) and maintenance of all hardware and software. Technology help is available to students through the IT work ticket system where students can reset passwords or report technical issues at any time.

The Distance Education Office supports [student technical needs in Blackboard](#), the College's learning management system (LMS). Data support needs are provided on the online Tableau platform and custom SIS data reports. Turnitin is currently available for instructor use and housed in the LMS. Students are encouraged to use this tool as a self-check to help them determine appropriate paper citations.

The Tiger Bookstore provides access to textbooks and other supplies both on the main campus and through the College's website. Textbooks are transported to all college locations and shipped directly to distance education students.

Science labs and [career technology labs](#) have equipment needs supported through department budgets and classroom space is reevaluated based on need. Safety guidelines from the National Science Foundation (NSF) are implemented for laboratory classes (24 stations per classroom) while industry-specific safety standards are implemented in physical spaces for cosmetology, welding and automotive technology. Clinical spaces for allied health programs are available to students through agreements with local nursing homes and other facilities. Criminal Justice students use the College's "SWOT house" to complete emergency preparedness activities and have special vehicles to meet program hour requirements. The new beauty salon in the Tyler Technical Education Center supports Cosmetology student needs to achieve required hours for state licensure.

[Fine arts performing and rehearsal spaces](#) are available on the main campus. The Brown Center Theatre hosts music and theatre performances during the fall and spring semesters.

Performance gaps for items collecting feedback about campus supports decreased for the 2022 Noel Levitz SSI; smaller gaps for library resources, computer labs and other equipment indicates higher satisfaction. [Support services assessed](#) in the AIM Retention indicate students at Cowley College are more satisfied than the national student cohort.

Faculty conduct space and [infrastructure needs assessment](#) as part of academic program review, making recommendations for improvements to existing infrastructure and resources as well as

recommendations for budget allocations for new purchases. A recent example of facility change to support the space needs of programs was the relocation of the Visual and Performing Arts Department's band room to a larger space to support increased student participation in music ensembles.

Sources

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- 3.D.1. 2023 Fall Annual Notification
- 3.D.1. 2024 Suicide Prevention Week
- 3.D.1. Accelerating Opportunity
- 3.D.1. AIM Financial Support to Students
- 3.D.1. Athletic Student Success
- 3.D.1. BIT Team
- 3.D.1. Cowley College HLC PEP Application Form 2024
- 3.D.1. Cowley College PEP MOA 6.30.24
- 3.D.1. Director of Dual Enrollment and Partnerships
- 3.D.1. Financial Support at Cowley College
- 3.D.1. High School Survey Results 2021
- 3.D.1. Impact of Mental Health Services
- 3.D.1. Kansas Adult Education Program Portraits 2023
- 3.D.1. Managing the COVID-19 Pandemic
- 3.D.1. Meeting Student Financial Needs
- 3.D.1. Mental Health Supports for Student Athletes
- 3.D.1. Noel Levitz SSI Executive Summary 202204
- 3.D.1. Preparing Dual Credit Students for Employment
- 3.D.1. Student Pantry
- 3.D.1. Supporting Dual Credit Students
- 3.D.1. Supporting Student Success in Strategic Planning
- 3.D.1. Supporting Students with Disabilities
- 3.D.1. Supporting the Kansas Workforce
- 3.D.1. Transfer of Credits at Cowley College
- 3.D.1. Upward Bound Annual Performance Reports
- 3.D.1. What is HOPE Squad
- 3.D.2. Academic Support Tiger Learning Center
- 3.D.2. Aligned Co-Requisite Course Delivery
- 3.D.2. Big Day Orientation
- 3.D.2. First Gateway After Remediation
- 3.D.2. IMPACT 2021-2026 Grant Application
- 3.D.2. IMPACT Workshops and Trips
- 3.D.2. Meeting Math Readiness Needs 2024 Fall
- 3.D.2. Peer Tutoring
- 3.D.2. Placement Assessment Grid
- 3.D.2. Policy 462.00 Mandatory Assessment and Placement
- 3.D.2. Retention Guide Early Alert System
- 3.D.2. Supporting English and Math Learning
- 3.D.2. Supporting Military Personnel
- 3.D.2. TLC Data Analysis

- 3.D.2. Tutor.com Usage
- 3.D.3. Academic Advising
- 3.D.3. Advising Process Outline and Worksheet
- 3.D.3. Advisor Training Checklist
- 3.D.3. NISS Playbook for Cowley College
- 3.D.3. Policy 417.00 Academic Advising System
- 3.D.3. Student Perceptions of Academic Advising and Other Supports
- 3.D.3. Student Risk Dashboard
- 3.D.4. Assessing Campus Services
- 3.D.4. Blackboard Support to Students.pdf
- 3.D.4. Cowley Connect
- 3.D.4. CTE Facilities
- 3.D.4. Facilities Assessment in Program Review
- 3.D.4. Fine Arts Facilities
- 3.D.4. Library Support to Students.pdf
- 3.D.4. Renn Memorial Library
- 3.D.4. Tableau Data Support
- 3.D.4. Technology and Infrastructure Support

3.S - Criterion 3 - Summary

The institution provides quality education, wherever and however its offerings are delivered.

Summary

Cowley College's program quality is consistent across all modes of delivery and locations through the application of policies and procedures guiding faculty qualifications and curriculum development. The College creates programs and curriculum in alignment with policies established the Kansas Board of Regents (KBOR). Degree requirements, appropriate for each award level, are articulated in the academic catalog and on its public website. Learning goals for general education curriculum align with state-wide standards to facilitate transfer to four-year schools.

Common course competencies across modalities and locations are outlined in course procedures and guide curriculum content. Faculty develop department guides, common finals, syllabi templates, and assessments to ensure consistent quality in teaching and learning.

Cowley College supports its students with services created to meet the needs of its student profile. The College demonstrates the quality of the education offered to students, regardless of delivery of offerings, through policies, procedures, academic program review, and alignment with state requirements. Cowley College assesses the quality of teaching and learning through annual data reporting, student evaluations of instruction, and the Accountability and Institutional Measures (AIM) Retention and Success data sets.

[Comprehensive Evidence File Library](#)

Sources

- Evidence File Library.pdf

4 - Teaching and Learning: Evaluation and Improvement

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

4.A - Core Component 4.A

The institution ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that ensure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.

Argument

4.A.1.

Cowley College defines program review as “a process of reflection, data gathering, and analysis conducted for the purpose of improving academic program/discipline quality and to document academic program/discipline progress. The review process is designed to promote better understanding and appreciation of the academic program/discipline, increase availability of data concerning the academic program/discipline, identify strengths and weaknesses, evaluate progress, and align academic program/discipline goals and objectives with college mission and goals.” The main objectives of academic program review are to “evaluate quality and effectiveness and recognize opportunities for continuous improvement and provide reliable data to respond to public and Regents requests, accreditation, as well as to document and promote community college offerings.” Program review is one example of how mission is operationalized throughout the organization.

[Program review](#) is completed for every CIP program and award level in a three-year cycle using a process developed and reviewed annually by department chairs and faculty program directors. Program review for transfer pathways within the 24.0101 CIP are conducted for disciplines and/or

discipline clusters in the liberal arts. Tool selection, methodology, and instruments for assessment are determined by faculty groups and the Academic Affairs Council (AAC). The program review process includes data review, a standardized review report with a plan of action and recommendations supported by analysis of program strengths and opportunities. A proposed change to include a presentation to a peer review committee was implemented in 2019-2020 with the creation of the Peer Review of Academic Quality Team (PRAQ) with members from faculty and administration. Following administrative signatures, department chairs present [summary findings and recommendations](#) at a public meeting of the Board of Trustees.

Departmental faculty evaluate general education (GLO) and program specific learning outcomes (PLO) data, complete facilities review, budget analysis, equipment and technology analysis, and [job outlook for the program](#) in the final [Academic Program and Discipline Review](#) document. Goal-setting tasks embedded in the review process include goals to increase student engagement, student success, and overall program improvement.

Program faculty complete a brief [PowerPoint template](#) to share with the PRAQ, who may provide additional feedback and/or 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. Conclusions derived from data analysis demonstrate how effectively the College is meeting the needs of students and stakeholders.

[Data supporting program review](#) is used to evaluate program health and sustainability (Logistics) and student success (Learning and Success). Recommendations to update or change curriculum include information obtained from external accrediting bodies and often reflect national, regional, and state trends to keep curricula current. Faculty submit [program change forms](#) when proposed [changes in curriculum](#) are submitted to the AAC who serve as the College's curriculum committee. If the program is a career and technical education (CTE) program, additional documentation is required from advisory council groups, followed by required approval by the Kansas Board of Regents (KBOR).

Action following program review may include implementation of a new, associated program and/or award level or discontinuance of a program or award. If the reviewed data indicates declining enrollment or inadequate success for students majoring in the program, the program may be revised or discontinued. If it is determined by the CAO, CEO and the College's governing body that a program should be discontinued, the process outlined in [278.00 Program Discontinuance Policy](#) is followed. The steps outlined below occur if a decision is made to discontinue a program:

- 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 College began employing Tableau as the primary data delivery platform in 2019-2020, giving faculty the ability to easily conduct [comparative analysis](#) using course level (undergraduate;

remedial), course location (campus; concurrent enrollment partnership/CEP site), modality (online; face-to-face), and student sub-group information. Standardized data from the KBOR Annual Collection (AY) are organized into Logistics and Student Success data sets providing insights into enrollment, retention, course completion rates, degree/award attainment, and student success by subgroup for all program disciplines.

Other action taken upon the findings of program review include:

- Development of a fully online Anatomy and Physiology class to meet the needs of distance education students
- Addition of a night-time, synchronous learning, College Algebra with Review class that provides live instruction to meet the needs of working students
- Development of a fully online College Algebra with Review class to provide virtual remediation to meet the needs of distance education students while maintaining consistency with face-to-face sections
- Purchase of new anatomy models with digital study software
- Purchase of new data collection probes for biology, chemistry and physics classes
- Created new program guides for biology and math to inconsistency in course delivery and to provide guidance to new faculty
- Implemented regular proctored exams in online biology sections
- Increased the number of math specific offerings at the Tiger Learning Center
- Modified the implementation of math prerequisites to improve student course placement
- Renamed General Chemistry to General Organic and Biological Chemistry to help with transfer to other state institutions for pre-health majors
- Developed new cyber security and networking classes based on advisory council feedback
- Discontinued some Computer Information Science (CIS) game development classes based on student interest
- Updating of residential housing common areas and creation of [Adopt a Dorm Project](#) (2024 Fall) to increase residential student satisfaction

4.A.2.

The Registrar's Office [evaluates credit for transcription](#) based on course procedures, learning outcomes, and curricular content following a review of the accreditation status of the awarding institution. Guidelines provided by KBOR to facilitate seamless transfer of courses are also applied including evaluation of course-specific core outcomes for credits from Kansas public colleges and universities. A collaborative review with faculty is completed when additional discipline-specific content evaluation is needed to determine curriculum equivalency.

[Credit for prior learning](#) (CPL) is also a vehicle for transfer in credits with credit hour equivalency for Advanced Placement Exams (AP), College Level Examination Program (CLEP), life experience, industry-recognized credentials, military-originated credit, portfolio review, Scholastic Assessment Test (SAT), and traditional transfer credits. Military-originated credit is evaluated using services from the American Council on Education (ACE) and based on [military occupational specialty \(MOS\)](#) and skill level achieved on the student's joint services transcript (JST). All CPL is reported to KBOR in the Annual Year (AY) Collection for review.

Reverse transfer is available for students who did not complete the requirements of an associate's degree before transferring from Cowley College. The language in Policy 260.00 for reverse transfer meets the requirements in the [KBOR reverse transfer agreement](#). Students must have completed at

least 45 hours of earned credit from the College, complete an application, and provide an official transcript from the university for evaluation prior to the award of credits by the Registrar.

4.A.3.

[Policy 280.00 Credit Hour Definition](#) characterizes a credit hour as the amount of work represented in intended learning outcomes and verified by the evidence of student achievement according to standards established in the Federal Compliance requirements.

Cowley College uses the [transfer policy established by KBOR](#) to evaluate credits earned at Kansas public colleges and universities. Use of the Kansas SystemWide Transfer Course Matrix ensures equivalencies for all courses assigned a Kansas State Transfer Number (KRSN). All KRSN qualifying courses have course procedures that include common core competencies established by the Kansas Core Outcomes Group (KCOG).

If transfer equivalency is unclear when evaluating credits, the Registrar will request a copy of the course syllabus from the student and/or institution to evaluate the course, often with the help of content-expert instructors. The Registrar uses electronic databases like Credtran for international university transcripts and College Source's Transfer Evaluation System to facilitate transfer by checking for comparable courses.

4.A.4.

College-level course work requires that students have the reading, English and problem-solving skills needed to be successful. Cowley College requires all degree-seeking college students complete placement testing prior to enrollment in English and math courses or after attempting 12 credit hours. [Policy 462.00 Mandatory Assessment and Placement](#) was developed by English and math faculty, Enrollment Management, and the Academic Affairs Council. This same group regularly reviews the approved placement tests and cut-off scores on the associated [Placement/Assessment Criteria Grid](#); recent updates to placement criteria include the addition of high school criteria as a placement methodology. Cowley College aligns its placement criteria with the placement assessment guidelines established by KBOR. College students may submit proof of prior placement testing for results achieved within the most recent, three years. Students placed in remedial level courses are advised to which courses and how many credit hours they can enroll in to support success and readiness for progression into first college-level English and math enrollment.

Assessing [readiness for dual credit students](#) is completed by the high school with [acknowledgement](#) of the required program standards by the student along with signature and submission of high school transcripts by the counselor. Additional proof of "gifted" status for high school freshmen is satisfied by submission of an individual educational plan (IEP). Dual credit students applying for [admittance into a CTE program](#) at Cowley College submit a signed form from the high school indicating their academic performance has prepared them for technical program enrollment. The [Dual Enrollment Program Handbook](#) communicates enrollment process requirements including placement testing requirements to dual credit students.

All courses offered for college credit have a published course procedure that outlines course outcomes and prerequisites using a [standardized template](#). Full-time faculty determine rigor of courses and expectations for student learning. Cowley College's faculty participate in annual [KCOG meetings](#) to review and update learning outcomes for general education curriculum. Faculty review course procedures annually, submitting proposed changes to curriculum after consultation with the

department chair and other departmental members. 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 College's student information system (SIS) aligns with prerequisite guidelines, prohibiting student enrollment in courses they are not prepared for. The [Academic Catalog](#) communicates information about course procedures and outcomes, attendance and grading policies, and course descriptions. Course descriptions include prerequisite requirements when applicable. [Curriculum development](#) including textbook selection, program modification and new program creation is governed by policy with authority for content exercised by faculty.

The College establishes [expectations for student learning](#) through policies, procedure, and clear articulation of degree and program learning requirements. Students must maintain a cumulative grade point average (GPA) of 2.00 or higher to be considered in good academic standing; students falling under the GPA threshold are placed on academic probation and adhere to guidelines for continued enrollment. The Financial Aid Office maintains satisfactory academic progress (SAP) information for all students receiving federal financial aid according to [Policy 433 and Procedure AP433](#). The [Student Handbook](#) includes information about academic expectations for students including the academic code of conduct, class attendance, grading system, honor roll, syllabus, and academic support services.

The Catalog features [program semester maps](#) giving students a comprehensive look at the degree requirements of the program along with a suggested sequence of course enrollments to support award completion. Access to downloadable map templates for every program and award level are an important tool to support in-time degree completion.

Cowley College also uses a [common syllabus template](#) to outline instructor expectations and grading criteria, along with course prerequisites and major assignments. Course expectations are consistent across modality with additional communication to distance education students about the need for self-discipline and technology skills to support success. Dual credit course syllabi mirror expectations established by faculty with aligned learning outcomes and expectations. Students rate the effectiveness of the syllabus to communicate clear course expectations each regular fall and spring term in the CoursEval survey platform. Survey results (Likert scale of 4) for 2023-2024 face to face and online course sections indicate a high level of student satisfaction:

- Online Course Survey (N=600)
 - The course syllabus provides clear expectations of the course. (Mean=3.65)
 - The course was organized and paced according to the syllabus online. (Mean=3.69)
 - The grading method for student tests and assignments has been defined and explained. (Mean=3.60)
- Face to Face Survey (N=1,130)
 - The course followed the clear outline of content and learning objectives stated in the syllabus. (Mean=3.62)
 - The grading method for student tests and assignments has been defined and explained. (3.63)

[Faculty qualifications](#) for all programs align with HLC and KBOR policies with documentation for all faculty records maintained by the Academic Affairs Office. The College exercises authority for the hiring of all faculty, regardless of course modality or location including dual credit programming, through the consistent application of Procedures AP240a. Hiring Qualified Faculty and AP240b. Hiring Qualified Adjunct Faculty. Information about instructors at CEP sites is reported annually in

the KBOR Annual Year (AY) Collection.

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 \(GLO\)](#). The GLO focuses on the broad general education knowledge attainment expected of every degree-seeking student including measurable objectives, means of assessment and criteria for success, and use of results for program and course improvement. Students receive access to a variety of learning resources to support success including online and face-to-face support from faculty during published office hours, print and digital resources at the [Renn Memorial Library](#), individual and group tutoring at the Tiger Learning Center, [Tutor.com online support](#), accommodations and other disability services from the Accessibility Coordinator, and accessibility technology support administered by the Distance Education Office through Blackboard Ally. Additionally, distance education students can take advantage of resources at [Cowley College Online](#), a second website designed specifically for online learners.

4.A.5.

Cowley College's [Mobile Intensive Care Training \(MICT\) Paramedic](#) program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon the recommendation of the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP). The MICT-Paramedic Program Director maintains accreditation status through the submission of information verifying program compliance with the standards and expectations of CoAEMSP.

Cosmetology facilities must comply with standards identified by the Kansas Board of Cosmetology. While this is not specialized accreditation, compliance with the Board's mission to protect the health and safety of the consuming public is required to maintain facilities for student completion of required program practical hours for licensure.

Information about specialized accreditation is kept on file in the Academic Affairs Office, published on the academic program's website, and on the College's Student Right to Know webpage.

4.A.6.

The College evaluates the success of its graduates primarily through key performance indicators (kpi) in the Accountability and Institutional Measures (AIM). Success rates are also often embedded as SMART goals for strategic planning; administrators review federal and state data sets at the Integrated PostSecondary Data System (IPEDS) and the Kansas Higher Education Data System (KHEStats). The IE Office submits data sets for the National Community College Benchmarking Project (NCCBP) and uses the customization tool at IPEDS to create peer comparison information (Data Feedback Report). The College's choice of measures is appropriate to its mission with its focus on award completion, transfer out, and employment for CTE award recipients.

The [AIM Success](#) dashboard set includes multiple measures that evaluate the success of its graduates and corresponding data sources. Dashboards include peer comparison and diagnostic information that provides insights about student subgroups' success.

- Overall Completion: Number of Awards Conferred (IPEDS Completions Survey)
- Completion Rates Summary with Peer Comparison (IPEDS Graduation Rates Survey)
- 100% (On Time) Completion and Transfer Out to Four Year Institutions (NCCBP)

- 150% Completion and Transfer Out Cohort Information (IPEDS GRS)
- 150% Completion for Student Subgroups (IPEDS GRS)
- Employment in Kansas for Residents of Kansas (KHEStats)
- Graduates Employed after Exiting (Kansas Training Information Program)
- Transfer Out to All State Universities in Kansas: Transfer Credit Hours, Transfer GPA (KHEStats)

The College regularly reviews [success information](#) for students who have not completed an award including the KBOR Student Success Index, Perkins V Core Indicators, transfer out program acceptance rates, employer and [advisory council feedback](#), and transfer to four year institutions (NCCBP). [Student success reports](#) are published as required by the Student Right to Know with program level success rates published annually in the IE Office's [By the Number](#) newsletters.

[Upward Bound](#) and [IMPACT](#), TRiO programs at Cowley College, submit annual performance reports that include postsecondary attendance, transfer-out and graduation success metrics.

Sources

- 4.A.1. 2024 Adopt a Dorm Program
- 4.A.1. Comparative Data Analysis in Program Review
- 4.A.1. Computer Information Systems 2022-2023
- 4.A.1. Course Procedure Approval Form
- 4.A.1. Health Human Services Summary Presentation 2022
- 4.A.1. Policy 278.00 Program Discontinuance
- 4.A.1. Program Grid Approval Form
- 4.A.1. Program Review Chemistry 2022-2023
- 4.A.1. Program Review Dashboards Humanities 2023-2024
- 4.A.1. Program Review Presentation Template
- 4.A.1. Program Review Template 2024-2025
- 4.A.2. Evaluating Military Experience
- 4.A.2. KBOR Reverse Transfer Policy
- 4.A.2. Policy 265.00 Credit for Prior Learning
- 4.A.2. Policy 280.00 Credit Hour Definition
- 4.A.2. Transfer of Credits at Cowley College
- 4.A.3. Ensuring the Quality of Transcribed Credits
- 4.A.4. 2023 KCOG Annual Report
- 4.A.4. AAS Program Map Template
- 4.A.4. Course Procedure Template and Example
- 4.A.4. Course Syllabi F2F Online
- 4.A.4. Cowley College 2024 Student Handbook
- 4.A.4. Cowley College Online
- 4.A.4. Curriculum Development and Change
- 4.A.4. Digital Library Support Resources
- 4.A.4. Dual Credit CTE Enrollment
- 4.A.4. Dual Credit Handbook
- 4.A.4. Dual Credit Student Readiness
- 4.A.4. Dual Enrollment Permission Form 2024
- 4.A.4. Expectations for Student Learning

- 4.A.4. Global Learning Outcomes.pdf
- 4.A.4. Hiring Qualified Faculty
- 4.A.4. Placement Assessment Grid
- 4.A.4. Policy 433.00 Satisfactory Academic Progress
- 4.A.4. Policy 462.00 Mandatory Assessment and Placement
- 4.A.4. Tutor.com Usage
- 4.A.5. Specialized Accreditation Paramedic Program
- 4.A.6. Advisory Council Feedback
- 4.A.6. AIM Student Success.pdf
- 4.A.6. By the Numbers
- 4.A.6. IMPACT Participant Success
- 4.A.6. Other Indicators of Success
- 4.A.6. Right to Know Success Reports
- 4.A.6. Upward Bound Annual Performance Reports

4.B - Core Component 4.B

The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

Argument

4.B.1.

Cowley College assesses student learning through course outcomes/objectives (CO), [global learning \(general education\) outcomes](#) (GLO) and program learning outcomes (PLO). Faculty develop standardized course objectives for each course code that are consistent across location (dual credit/college campus), modality (distance education/face-to-face), and/or instructor type (tenure/adjunct). Course outcomes are communicated to students in [course syllabi and procedures](#).

The institution has clearly stated goals and a consistent, annual process for general education student learning assessment as outlined in the [GLO](#). GLO assessment information is published on the College's website, reflects the general education core, and shared with all faculty. Cowley College references the GLO in its 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."

Faculty use embedded assessments in courses agreed upon by each department and identified in the GLO chart. The assessment of all the outcomes occurs annually throughout the fall and spring semester. The GLO team reviews assessment data every June, with areas of concern/improvement noted to the different departments before September 30. Department chairs are then responsible for disseminating information and recommendations to faculty based on the data. Any changes designed by faculty are implemented beginning with the spring semester.

GLO assessment is embedded in the [Noel Levitz SSI](#) as an indirect measure. SSI campus items aligned with Citizenship skills include "My courses are preparing me to work effectively in teams," "Cowley College fosters an atmosphere that promotes honesty and integrity among its students within the academic environment," and "Cowley College provides opportunities to experience cultural and artistic diversity."

[Program learning outcomes](#) (PLO) are determined by faculty members teaching in those programs and developed with an outcome statement, level of achievement, assessment tool for each course assessed. CTE program outcomes are determined with advisory council members and industry standards. The selection of tools, methods and instruments to assess PLO occurs at the program and department level. 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.

Each PLO aligns with one or more of the GLO on the assessment chart. The [progression from CO to PLO to GLO](#) is a natural flow. CO for many of the general education transfer courses have been reviewed and aligned with KCOG review, [facilitating transfer for courses](#) with KRSN statewide transfer course codes.

Results from assessments embedded in courses travel seamlessly from the Blackboard grade book to a cloud-based Tableau dashboard. 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. The Outcomes Assessment Chair and departmental faculty leads review the data annually to create a report with results.

GLO and PLO are reviewed as part of [academic program review](#) and included in each discipline's final report. The GLO is articulated through the program review process using a worksheet for faculty to complete that crosswalk program courses with the GLO, indicating which courses Introduce (I), Reinforce (R), or Assess (A) each Outcome.

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](#) and identify the GLO learning associated with club activities. Goals should be substantial in service or academics and support the mission and goals of Student Affairs. Clubs are focused on providing experiences to students including government, fine arts, business, volunteerism, and religious, fitting with the GLO of Citizenship Skills. Goal forms are reviewed at the end of the year with the Student Life Director.

Learning outcomes in cocurricular offerings use the GLO statements with assessment occurring annually. Club and organization sponsors identify activity alignment with the GLO and submit assessment results during the spring of each academic year. The IE Office surveys club and organization participants annually to gather [perceptions of growth](#) due to engagement.

4.B.2.

Faculty design interventions to support learning through annual GLO and PLO data collection and at the conclusion of the [academic program review process](#). Use of GLO and PLO results include:

- GLO I. B. Comprehend written information and analyze, summarize, and apply what has been read to a specific task
 - One-to-one consultations with students to discuss model projects
 - Increase use of the Blackboard gradebook to track and intervene for students submitting late work
- GLO I.C. Speak in an accurate, correct, and understandable manner
 - Increased the target from 60% to 70%
- GLO I.D. Maintain positive relations with others and resolve conflicts
 - Development of an improved standardized instrument
- GLO II. A. Apply mathematical concepts and reasoning by analyzing and using numerical data
 - Creation of a taskforce to analyze student record data and discuss course revisions
- GLO III. A. Recognize and define problems

- Increased interactive activities into course materials with additional assignments
- GLO V. B. Ethical principles such as honesty, integrity, and tolerance
 - Reinforcement of the importance of academic integrity through coordinated learning in FYE
 - Increased education through syllabus review to meet the increased number of academic integrity violations due to the use of artificial intelligence (AI)
- GLO V.C. Knowledge necessary to achieve financial stability
 - Addition of guest speakers with expertise in financial aid into FYE curriculum

Departmental focus on remedial course outcomes and associated strategic planning goals resulted in several significant English and math curricular changes to support students. Multi-year analysis of course outcomes and success rates for students enrolled in a three-credit hour English Supplemental Seminar (EBE2208) drove change resulting in the creation of two courses. Beginning 2023 fall, remedial English course options included a three-credit hour seminar with curriculum meeting the needs of a growing, English language learner population (EBE2207) and a two-credit hour seminar to support English speakers (EBE2206). All English Supplemental Seminar courses are taught as corequisites to reinforce comprehension and facilitate completion of gateway course curriculum.

Math faculty increased the use of synchronous learning technology to the convenience of distance education while maintaining the face-to-face support found in the traditional classroom. Over the past three academic years, enrollment in synchronous learning sections of College Algebra with Review increased significantly (2021-2022: 25; 2023-2024: 53) while success rates increased from 60.0% to 92.5%. Faculty continue to collaborate with KCOG colleagues to create a new, three-credit hour, general education option, Quantitative Reasoning.

Faculty use information from the program review process to implement changes that support students. Information provided to the [Business and Social Science Department](#) revealed a need for shorter certificate awards for individuals desiring to enter the accounting and/or office management career field at an assistant level. These additions required review of curriculum to meet career knowledge needs while lessening the time to award completion.

4.B.3.

The GLO process, developed in 2014, reflects the [five learning categories](#) established in the Lumina Foundation's Degree Qualifications Profile (DQP). Alignment with national best practice results in the most current outcomes of utmost importance as the guiding principles for the College with a minimal number of resources dedicated to the revision and updating of guiding institution wide learning outcomes.

The GLO skills of communication, computation, critical thinking, citizenship and technology align with the level of success needed for award completion and employment. Success in these areas is reviewed at the department level by advisory councils, through academic program review, and by the GLO Chair and departments. Key courses in these areas are reviewed through the Kansas Core Outcomes Group (KCOG) to ensure that outcomes are aligned across the state.

Every Cowley course either introduces, reinforces, or assesses the GLO with discipline-focused review during the program review process. Career and Technical Education programs follow the same process as general education programs, except for specific competency-based assessments. Many of these competencies are determined by outside accrediting agencies or workforce organizations such as the National Coalition of Certification Centers (NC3) or National Center for

Construction Education and Research (NCCER) and have clear levels of proficiency needed. All associate degree programs, transfer and CTE, have an embedded general education core supported by the College's strategic theme (See 4.B.1.)

The GLO assessment process is managed by a committee of employees, including the CAO or designee, Executive Director of Institutional Effectiveness, faculty leads and Department Chairs. Process steps 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 September 30.
- Department chairs disseminate information and recommendations to faculty based on the data. Faculty then relay if changes will be made based on recommendations to the department chair by October 31 yearly. Changes are implemented beginning with the spring semester.
- Department chairs are responsible to relay changes made to the CAO, IE, and faculty 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 made in programs will be discussed by faculty in program review documentation.
- Faculty will be responsible for reporting 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 GLO. These assessments are cross-curricular and target the five key learning outcomes with measurable objectives, means of assessment, responsible parties, data collected and use of results or improvements made because of the data.

The College has a substantial participation in the assessment process and members of the GLO team regularly attend assessment focused meetings. Support from the IE Office includes maintenance of a dashboard that displays data collected from courses using the Blackboard gradebook along with information from the Noel Levitz SSI and an annual administration of a student survey. The effectiveness of GLO to support learning outside of the classroom is also embedded in the AIM Institutional Effectiveness Dashboard 9. Community Service and Stakeholder Support (ACES Community Service Hours per FTE) and 8. Safe and Ethical Campus Environment (Culture of Honesty). Staff and faculty regularly attend professional development including those provided by the Assessment Institute at Indiana University (IUPUI), National Community College Benchmarking Conference (NCCBP), Association for Institutional Research (AIR), Great Plains Conference on Accelerated Learning, and Kansas Math Association of Two-Year Colleges (KAMATYC).

Sources

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- 4.B.1. Course Outcomes
- 4.B.1. Facilitating Transfer
- 4.B.1. Faculty Checkout Form 2024
- 4.B.1. GLO Chart Revised Fall 2023.pdf
- 4.B.1. GLO in Noel Levitz SSI
- 4.B.1. GLO PLO in Program Review

- 4.B.1. Global and Program Learning Outcomes
- 4.B.1. Program Learning Outcomes Procedure
- 4.B.2. CoCurricular Assessment
- 4.B.2. GLO Dashboard
- 4.B.2. Meeting Student Curricular Needs
- 4.B.2. Plans for Improvement in Program Review
- 4.B.2. Student Perceptions of CoCurricular
- 4.B.3. Aligning Assessment with Best Practice

4.C - Core Component 4.C

The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence and completion that are ambitious, attainable and appropriate to its mission, student populations and educational offerings.
2. The institution collects and analyzes information on student retention, persistence and completion of its programs.
3. The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Argument

4.C.1.

Cowley College defines goals, collects and analyzes information to make improvements that increase student retention, persistence and completion appropriate to its mission. The College has defined the following goals and defined targets for [retention](#), persistence and [completion](#):

- Persistence
 - Academic Performance of Student Athletes by Sport
 - Goal Setting Body: Athletic Department
 - Target: Average GPA ≥ 3.00
 - First Year Fall to Spring Persistence for First-Time, Full-Time College Students
 - Goal Setting Body: Enrollment Management Plan Team
 - Target: 83.5%
 - First Year Fall to Spring Persistence for First-Time, Part-Time College Students
 - Goal Setting Body: Enrollment Management Plan Team
 - Target: 50.8%
- Retention
 - First to Second Fall Retention for First-Time, Full-Time College Students
 - Goal Setting Body: [Enrollment Management Plan Team](#)
 - Target: 61.5%
 - First to Second Fall Retention for First-Time, Part-Time College Students
 - Goal Setting Body: Enrollment Management Plan Team
 - Target: 40.0%
- Completion
 - # of Awards Conferred Annually
 - Goal Setting Body: [Administrative Council](#)

- Target: 872
- 150% Completion Rate for First-Time, Full-Time New College Students
 - Goal Setting Body: Administrative Council
 - Target: 48.0%

4.C.2.

The College collects and analyzes information on student retention, persistence and completion as part of the Accountability and Institutional Measures (AIM). The AIM, developed as an AQIP action project, was the focus of Cowley College's recent [Quality Initiative \(QI\)](#) in response to Commission feedback about the use of broad student population goals for evaluating success and minimal analysis focused on student subgroups. In addition to the goals above, the AIM includes additional data and analysis to support successful attainment of the defined goals.

Collection and analysis of retention, persistence and completion information occurs at multiple milestones throughout each academic year with analysis by cross-departmental teams. Members of the [Knowledge Management Team](#) and Administrative Council use dashboards to review data collected through state and federal data sets for award completion rates, first to second fall retention, and graduation rates. The IE Office assembles summary and diagnostic data sets for AIM analysis to drive changes to support student success. The Student Completion and Retention (SCORE) team reviews AIM Retention data dashboards during the fall in-service week, communicates information back to their respective departments and with departments identifying if action is needed to support student success.

Prior to the 2022-2023 academic year, the CAO submitted information to KBOR with success metrics for first time, degree-seeking college students requiring remediation and the success of its college-ready, fall cohort for its [annual performance review](#). Academic Affairs communicated Information from this review to faculty to improve learning in remedial and gateway courses.

Success information for students identified as Perkins V completers is reviewed annually by the CAO and Perkins Coordinator. (See 4.A.6.)

The College also focuses on student retention and completion during priority identification and goal setting activities in the [strategic planning](#) process. Student success-focused goals for the 2018-2021 strategic plan included increasing the number of certificates and degrees awarded; increasing the percentage of students who completed, became employed or transferred; increasing the retention rate of select student groups; and increase the persistence rates for students in developmental courses. The 2022-2025 Strategic Priority Team Two IMPACT conduct annual analysis to monitor retention rates for first-time, degree-seeking, Hispanic Latino students.

Cowley College participated in a KBOR-sponsored initiative to support student success with representatives from the National Institute for Student Success (NISS) at Georgia State University, beginning in 2021. This initiative involved participation of over 40 faculty and staff and resulted in a multi-year [playbook](#) that used retention information from the KBOR Student Success Index and IPEDS surveys. Conclusions drawn in the playbook reinforced the 2021 environmental scan, subsequent creation of priorities and goals for the current strategic plan, and the purchase of a customer relationship management system in 2023.

Faculty analyze student success data as part of the academic program review process. The course-level metrics below are included in the [Student Learning and Success](#) dashboard set:

- Average Course GPA
 - By Modality
 - By Course and Location
 - By Course Code
- Grade Distribution and Success Rate Percentage
 - By Modality
 - By Site or Location
- Success Rates for Student Groups
 - By Student Gender
 - By Student Race and/or Ethnicity
 - By Student Athlete Status

Cowley College's IMPACT TRiO program defines student success metrics according to grant guidelines. Success indicators include persistence, good academic standing, and award attainment. The program uses a [data dashboard](#) with information from the College's student information system (SIS) along with transfer out information from the National Student Clearinghouse.

4.C.3.

Faculty and staff create comprehensive, organizational strategies to support student success metrics regularly through annual processes. Cowley College recognizes that impacts on student success extend beyond the classroom and created the SCORE Team in 2019 to meet the challenges experienced by students. SCORE Team members represent multiple departments across campus including Academic Departments, Accessibility Services, Athletics, Counseling Services, Cowley Academic Advising Council (AAC), Distance Education, Enrollment Management, Financial Aid, IMPACT, Mulvane SEA Site Coordinator, and Institutional Effectiveness.

SCORE team activities from 2019 through 2021 included:

- [Analysis of course withdrawal information](#) resulting in changes in procedures to increase course persistence
- Improving efficiency of the Jenzabar Early Alert system resulting in standardization of alert types and improved training to support faculty usage and Retention Coordinator ability to respond
- Analysis of [persistence and retention rates for distance education students](#) with focus on new college students and Pell recipients
- [Analysis of retention rates](#) for first time, full time, degree-seeking students enrolled in remedial coursework during their first year. Implemented action included increased marketing of the IMPACT program's services and more intrusive advising for students not participating in IMPACT or on athletic teams.

The team was tasked in 2022 with the annual fall review of the [AIM Retention dashboard](#) set. Members review goals and targets each fall, communicate results to their department, and facilitate conversations to develop tactics to improve retention, persistence and completion rates. Improvements implemented during 2023-2024 include:

- Creation of a scholarship matching dashboard to increase disbursement of aid from the Cowley College Foundation
- Increased use by the Athletic Department of the Study Hall Tracking system
- Participation by the Athletic Department in the Cowley Leaders at Work (CLAW) to address

increased academic integrity violation rates

The College invested resources in [data analytics](#) to meet the goals of the 2018 strategic plan including creation of multiple dashboards to support retention, persistence and success. Each dashboard below includes the ability to create email messaging to students:

- Student Risk Dashboard: Information from the SIS to identify barriers to success including but limited to academic and/or financial holds, grade point average, distance education status, participation status at IMPACT, first generation, and enrollment in remedial education. The dashboard also uses information from Smarter Measures, a survey administered in the FYE course with measures for motivation, locus of control, support from family, time management, and comfort/access to technology supports.
- Student Blackboard Activity: Information from Blackboard to identify student engagement with distance education assignments, exams, and discussion boards.
- Current Student Balances: Information from the SIS to quickly identify students with financial holds impeding persistence.
- Tiger Learning Center: Information from Accudemia, a service check in platform, and the SIS to quickly identify students with grades of D, F, and/or W and engagement with Center services. The Educational Navigator monitors course level success to coordinate services with faculty to support persistence in coursework.

4.C.4.

Cowley College's processes and methodologies for collecting and analyzing student success information includes maintenance of quality information through data governance, use of standardized state and federal metrics, benchmarking with national and comparative peer cohorts, and supported by regular activities to support campus data literacy. The Knowledge Management Team maintains [information quality](#) in the SIS to support consistent, valid data sets for analysis. Data literacy training includes annual reviews of state and federal data sets, annual reviews of AIM dashboard sets, and publication of the IE Office's By the Number newsletters and fact sheets.

Data selection reflects good practice through the implementation of standardized data sets controlled through consistent collection methods and analysis, and ability to benchmark using peer cohort information. Data sets meeting these criteria include IPEDS surveys, Kansas Higher Education Statistics (KHEStats), Kansas DegreeStats, Kansas Training Information Program (K-TIP) and the National Community College Benchmark Project (NCCBP).

[Data sets](#) used for retention, persistence and completion of programs include:

- IPEDS Completions Survey
- IPEDS Fall Enrollment Survey
- IPEDS Fall Graduation Rates Survey
- NCCBP Traditional Metrics Annual Collection

Cowley College uses the AIM to monitor metrics and success targets for student retention, persistence and completion with three dashboard sets organized to follow the student life cycle (access to education, retention, and success). Good practices reflected in the AIM dashboards includes diagnostic information to drill down to student subgroups and national and peer cohort comparisons. Information collected annually demonstrates [increased access to data](#) positively impacts organizational learning to support student learning and success.

Content experts review metrics, analyze data and set targets suitable to populations served, including:

- Academic departments monitor course completion success, early momentum metrics, and award completion by program
- Administrative Council members monitor and set overarching goals for success metrics (award completion, employment in the region, transfer out)
- Enrollment Management Plan Team members monitor and set an organizational retention goal
- Departments monitor and set retention and success goals for student subgroups

Sources

- 4.C.1. Administrative Council 2024 2025 Goal Setting
- 4.C.1. AIM Student Success
- 4.C.1. Assessing Success in Program Review
- 4.C.1. Enrollment Management Plan Team 2024 Goal Setting
- 4.C.1. IMPACT Student Performance
- 4.C.1. Quality Initiative Final Report and Review
- 4.C.1. Retention Persistence Goals AIM
- 4.C.1. Student Goal Attainment AIM
- 4.C.2. KBOR Performance Report 2022
- 4.C.2. Knowledge Management at Cowley College
- 4.C.2. NISS Playbook for Cowley College
- 4.C.2. Retention and Success in Strategic Planning
- 4.C.3. AIM Retention
- 4.C.3. Data Analytics to Support Success
- 4.C.3. SCORE Team Analysis Distance Education Students Persistence
- 4.C.3. SCORE Team Analysis Graduation Rates
- 4.C.3. SCORE Team Analysis Withdrawal Information
- 4.C.4. AIM Data Sources
- 4.C.4. Institutional Transformation Assessment
- 4.C.4. Quality Data Standards

4.S - Criterion 4 - Summary

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

Summary

Cowley College evaluates teaching and learning to drive improvement through a comprehensive, three-year program review cycle, general education outcomes assessment (GLO), and program outcomes assessment. Insights gained through these processes are acted upon to increase program quality and support student success.

The College's Registrar maintains policies and procedures to evaluate the quality of all credits accepted in transfer with faculty exercising authority over course rigor and expectations for learning. Academic Affairs ensures quality in teaching and learning in all locations and modalities through consistent application of faculty qualifications policy and procedures. Access to learning resources is available to both in person and distance education students including library and tutoring services.

Cowley College maintains specialized accreditation for one program with evidence of continued accreditation that demonstrates program compliance.

The College uses diagnostic and benchmarking data to define goals for student retention, persistence and completion. Review teams analyze data annually to support its students using the Accountability and Institutional Measures (AIM) Retention. Evaluation of success for its graduates is demonstrated through the AIM Success metrics set including awards conferred, transfer out, and employment after completion.

[Comprehensive Evidence File Library](#)

Sources

- Evidence File Library.pdf

5 - Institutional Effectiveness, Resources and Planning

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

5.A - Core Component 5.A

Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

Argument

5.A.1.

Organizational [shared governance](#) engages all internal stakeholders as members of teams and departments, through strategic and departmental planning activities, and is supported by policies and procedures.

The [Board of Trustees Handbook](#) communicates the governing body's role in the College's shared governance structure including information from the Higher Learning Commission's (HLC) Criterion, the College's official shared governance statement, and defines an effective Board as:

“An effective Board consists of people who come together to form a cohesive group to articulate and represent the public interest, establish a climate for learning and monitor the effectiveness of the institution. The Board does not do the work of the institution; it establishes standards for the work through the policies it sets.”

Policies engaging the College's Board of Trustees and demonstrate shared governance include:

- [Policy 103.00 Board of Control](#) states the responsibilities of the College's governing body which include the operation, management and control of the organization. These responsibilities require shared engagement by administrators and trustees on topics such as grants and gifts from any source, property purchase, lease or use, sale of property.
- [Policy 105.00 Board Policy Approval](#) requires engagement with the trustees in policy and procedures decision-making including two public readings with discussion, and public vote with required motions and opportunity for discussion.

- [Policy 137.00 Conflict of Interest](#) defines potential conflicts and gives direction on how to proceed. All members of the governing body and Administrative Council (AC) sign a conflict-of-interest form annually.
- [Policy 158.00 Banking Services Policy](#) requires board designation and approval of the bank(s) serving as a depository of the College.

Other shared governance practices involving the governing board include:

- Participation in discussions with the Administrative Council (AC) through the Trustee [Finance, Policy, and Academic](#) sub-committees [Trustee Finance, Policy, and Academic sub-committees](#) increases trustee knowledge and contributes to board discussions at [monthly public meetings](#);
- Engagement with all administrative and academic departments through informational reports in the [monthly board packet](#) including review of financial reports, bills and claims, and personnel transactions;
- Engagement with internal and external constituents at [other College locations](#);
- Participation in annual [vision casting activities](#) with the College's President and AC;
- [Review of the mission](#) and [approval of strategic priorities](#) as part of the strategic planning process; and
- [Negotiations with Cowley Education Association \(CEA\)](#) for the annual approval of the Master Agreement.

The College's President participates in fundraising activities with the CEO of Cowley College Foundation and attends meetings of the Foundation's board. In addition to the President, one member of the College's Board of Trustee engages as an ad hoc member of the Foundation's Board. Administrators work with the Foundation's CEO to meet other fundraising goals and acceptance and disposal of assets requires notification of the Foundation for any asset with qualifying charitable deduction value per [AP 133 Gifts-in-Kind Acceptance](#).

Work to operationalize shared governance through the institution began as part of the 2016 faculty negotiations and established through a 2018-2021 strategic planning initiative involving faculty and administration. Cowley College's [Shared Governance Procedure](#) defines shared governance as

“the Board, administration, staff and faculty recognize their joint responsibility for open communication and the mutual benefits which are derived from a philosophy of shared governance, agreeing that those affected by policy or procedure should participate in its development. All parties previously mentioned agree to work together in the process of continuous quality improvement in developing policy and procedure recommendations and also recognize the value of sharing in decision-making processes which impact employees, students and future planning of the College. This mutual commitment to shared governance processes does not supersede the legal obligations of the Board or its designees to make final policy and procedure decisions.”

The shared governance statement above is also included in Article 1, Section 5 of the faculty's [master agreement](#).

[Policies requiring active shared governance](#) at Cowley College include:

- [Policy 102.00](#) Organization of the College requires the President to organize the staff and services to meet the needs of the student and facilitate communication among the various

entities of the College.

- [Policy 108.00](#) Service Area Councils identifies three primary decision-making groups”
 - [Academic Affairs Council](#): Approval of all proposed new and revised course and program proposals. The Council reviews Academic Affairs (200) policies prior to presentation to AC.
 - [Business Services Council](#): Review of all 100 series policies prior to presentation to AC.
 - Student Affairs Council: Reviews Student Affairs (400) policies prior to presentation to AC. Responsible for policy creation and revision related to Title IX
- [Policy 130.00](#) Crisis Management and AP 130 Crisis Management establishes roles for internal constituents to address crisis.
- [Policy 132.00](#) Purchasing Policy requires a [bidding and review process](#) to “ensure notification is provided to all departments that may be affected by the installation, servicing, maintenance, or other fiscal or resource impacts because of the purchasing of such goods and services.” AP132 Purchasing Procedure outlines a multi-level approval process prior to purchases including approval by requisition submitter, supervisor, Academic Council (AC) representative, Director of Accounting, and Vice President of Finance and Administration (VPFA).
- [AP161a Employee Recruitment and Selection](#) reflects shared governance, defining interview committee as “a cross-sectional mixture of individuals from various divisions in the college with a minimum of five members.”
- [Request for Facility Change Process](#) requires signatures from department leads and a representative of the Shared Governance Team.

[Other Standing Committees](#) with cross-departmental representation include:

- Administrative Council (CEO, CAO, AVP Academic Affairs, VP Finance/Administration, VP Information Technology, Athletic Director, CEA Faculty Representative, Enrollment Management, Institutional Effectiveness, Student Services) with [minutes published](#) in the College’s intranet
- [Behavior Intervention Team \(BIT\)](#) (Athletics, CAO, Campus Safety/Security, Faculty, Student Services)
- Executive Council (CEO, CAO, VP Finance/Administration, VP Information Technology)
- Enrollment Management Plan Team (CEO, CAO, Athletics, Enrollment Management, Institutional Effectiveness, Marketing, Student Services, VPFA) (See 5.C.4.)
- [Knowledge Management Team](#) (AVP Academic Affairs, Business Office, Enrollment Management, Faculty, Financial Aid, Information Technology, Institutional Effectiveness, Registrar, VP Finance/Administration)

The [Master Agreement](#) requires multiple points of engagement between faculty, administration, and governing body including:

- The right of faculty to appear at Board meetings concerning matters pertaining to faculty;
- Formation of a Round Table Discussion Committee comprised of three CEA members appointed by the CEA President and three administrators appoint by the College’s President who meet once each fall and spring semester.
- Opportunity for faculty to formally provide [annual feedback](#) to the governing body regarding the President and Executive Council members.

Two [annual in-service events](#) and two additional Professional Development Days provide opportunities for administrators, staff and faculty to work collaboratively.

Internal constituents recognized the relationship between communication and shared governance, identifying the [strategic initiatives](#) with communication a goal for improvement in the last three strategic plans:

2018-2021 Strategic Plan

- Priority 3: Goal 3.1 Improve communication as a shared function & responsibility for all employees.
 - SI 3.1a. Develop a process for increasing internal communication.
 - Creation of [“Tiger Talks,”](#) annual Presidential talking tour of all College locations
 - Creation of monthly Board Agenda Consultation and Review Meetings
 - Virtual COVID-19 Campus messaging including virtual town halls and electronic messaging
 - Publication of AC Meeting minutes
 - Creation of weekly, digest email: [“Tiger Tweets and Take Aways”](#)
 - Inclusion of Cowley Education Association (CEA) representative on AC
- Priority 6: Goal 6.1. Address employee needs and concerns during decision-making processes.
 - SI 6.1a. Develop a shared governance structure that reflects best practice.
 - Creation of the Shared Governance Guide
 - Creation of [Shared Governance Form](#)

2022-2025 Strategic Plan

- Priority 6 EQUIP: Goal 1. Enhance employee professional knowledge and skills through training and development.
 - SI 1.a. Continue to enhance and improve college onboarding
 - Revised [New Employee Orientation](#)
 - SI 1.c. Evaluate processes for [succession planning](#) at every level of the organization
 - Development of AP 161b Success Planning Procedure
 - Creation of department manual working documents
 - Priority 6 EQUIP: Goal 3. Enhance internal communication to foster a greater sense of community and collaboration.
 - Increase employee satisfaction for Noel Levitz College Employee Satisfaction Survey (CESS) items: Employee input is always solicited and considered before key decisions are made; I always have input into decisions that affect my job and/or work area; and There are effective lines of communication between departments.
 - Review of 2018-2021 Shared Governance Form
 - Increased communication campus through increased publication of [“By the Numbers”](#)

The College [assesses shared governance](#) using employee feedback collected every three years using the CESS. 2024 CESS results demonstrate need to continue improving communication between administration, staff, and faculty.

Shared governance involving the Cowley College student body includes at least one member of AC at [Student Senate](#). Executive officers and Senate general membership include representatives from all clubs and organizations and meet monthly during the fall and spring semesters. Senate responsibilities include approval for all proposed new student organizations. Participation on HOPE Squad, a suicide prevention team, offers another opportunity for student and employee engagement.

Faculty, staff, and student members participate in team trainings and provide [campus-wide trainings](#) to support student mental health. Cowley College's HOPE Squad is the first of its kind on a community college campus in Kansas.

The Institutional Effectiveness Office (IE) offers students opportunities to engage through the Noel Levitz Student Satisfaction Inventory (SSI) and other institutional surveys. [SSI feedback](#) is reviewed by AC and used in the AIM Student Retention dashboard set.

5.A.2.

Cowley College's Year Four [Quality Initiative \(QI\)](#) focused on improvements to organizational use of data in the Accountability and Institutional Measures (AIM). The QI engaged a wide set of constituents in a review of the AIM, a set of key performance indicators (KPI), created in 2016 to support student success and institutional effectiveness. (Additional information about the QI can be found in 5.C.2.)

The 2018-2021 Strategic Plan's Priority Four [Knowledge Management](#) included Goal 4.1 Develop processes for providing valid data to drive decision-making and compliance reports. and the following sub-goals:

- SI 4.1a. 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, how 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.

Accomplishments resulting from Priority Four goals that support data use include:

- Expansion of the data governance team to include representatives from business office, enrollment management, faculty, and financial aid
- Purchase of Tableau licensing for all full-time employees
- Creation of Tableau dashboards to support departments and teams
- Creation of [data review teams](#) for all state and federal reporting
- Creation of "[By the Numbers](#)," a newsletter to increase data literacy on campus

Administrators use data in the [AIM Institutional Effectiveness](#) dashboards to set targets and benchmark organizational performance against peers. Administrators also use customized dashboards created in partnership with [Datatelligent](#), a Tableau partner, to [support decision-making](#) in budgeting, enrollment, student retention, student unpaid debt, student aid matching, growth in data maturity, student engagement in distance education, academic program review, TRiO student recruiting, student surveying, student use of services, and strategic planning.

Other examples of data usage to inform decision making include:

- Use of internal, census, and K-12 data in the strategic planning process' [environmental scan](#)
- [Annual AC review of tuition and fees](#) with recommendation to the Board of Trustees
- [Impact studies](#) preceding decisions about facility expansion

- Participation with external partners to study [economic impact](#)
- Use of data by Academic Departments for [program review](#) and course scheduling
- Engagement by faculty and administration with K-12 partners to complete [Perkins V Needs Assessment](#)
- Expansion of IMPACT prospective student membership to include 100% distance education students to meet needs of a growing student population
- Increased communication to students with unpaid balances to meet new AIM goal to support persistence
- Identification of three [Cowley Leaders at Work](#) groups to address student needs
- Development of a strategic enrollment management plan in 2022-2023 to address declining enrollment (See 5.C.4.)
- Lack of unified source of prospective student information led to the purchase of a customer service management software.

5.A.3.

The Academic Affairs Council, consisting of faculty representatives from each academic department, create policies that govern faculty engagement. Changes to policies must be brought forward by the council for approval by the Administrative Council and the College's governing body.

- [107.00 Advisory Committees](#) requires engagement by department chairs and faculty members
- CEA members participate in annual negotiations on behalf of all faculty, resulting in [Master Agreement](#) that includes the following requirements:
 - Article VI Professional Rights and Responsibilities including faculty qualifications, academic freedom, professional code of ethics, commitment to the student, and professional improvement requirements.
 - Article VI, 12. Due Process: language specific to right to terminate or non-renewal of professional employees.
 - Article VI, 13. Grievance Procedure: Informal and formal complaints process
 - Article VII Evaluations codifies terms and schedule for professional employee evaluation including faculty response to evaluation
 - Article IX Copyrights and Patents defines intellectual property and coordinating ownership and equity rights
- [205.00](#) Curriculum Development
- [207.00](#) Selection, Adoption, and Ordering of Textbooks
- [242.00](#) Appointment of Department Chairperson
- [246.00](#) Faculty Evaluation
- [255.00](#) Withdrawal from a Class
- [262.00](#) Assignment of Grades

Procedures requiring significant faculty involvement include creation of course procedures, identification of course outcomes, global learning outcomes (GLO), and program learning outcomes. [New program proposals](#) and proposed revision to existing programs also begin with faculty engagement.

Sources

- 5.A.1. 2021 Fall Board Approval Strategic Plan Priorities

- 5.A.1. 2021 Fall Board of Trustee 2022 2025 Strategic Plan Mission Reaffirmation
- 5.A.1. 2023 Fall Meeting at Sumner Campus
- 5.A.1. 2024 Negotiations Letter
- 5.A.1. 2024 Shared Governance Structure
- 5.A.1. Academic Affairs Council Minutes
- 5.A.1. Administrative Council Meeting Minutes
- 5.A.1. Annual Collaborative Work Opportunities
- 5.A.1. AP133 Gifts in Kind Acceptance
- 5.A.1. AP161a Employee Recruitment and Selection
- 5.A.1. Assessing Shared Governance through Satisfaction Feedback
- 5.A.1. Bidding and Procurement
- 5.A.1. BIT Team
- 5.A.1. Board Approval Strategic Priorities 2021
- 5.A.1. Board of Trustee Handbook
- 5.A.1. Board of Trustee Meeting May 2024
- 5.A.1. Board of Trustee Retreat and Vision Casting Events
- 5.A.1. Business Services Council
- 5.A.1. By the Numbers
- 5.A.1. Cowley College Shared Governance Guide
- 5.A.1. HOPE Squad Training
- 5.A.1. Master Agreement Article 1 Section 9
- 5.A.1. New Employee Orientation
- 5.A.1. Organizational Shared Governance
- 5.A.1. Policy 102.00 Organization of the College
- 5.A.1. Policy 103.00 Board of Control
- 5.A.1. Policy 105.00 with Trustee Action
- 5.A.1. Policy 108.00 Service Area Councils
- 5.A.1. Policy 130.00 AP130 Crisis Management Plan
- 5.A.1. Policy 132.00 Purchasing
- 5.A.1. Policy 137.00 Conflict of Interest
- 5.A.1. Policy 158.00 with Board Approval
- 5.A.1. Shared Governance Minutes and Form
- 5.A.1. Shared Governance Philosophy
- 5.A.1. Shared Governance Strategic Initiatives
- 5.A.1. Student Senate Constitution
- 5.A.1. Succession Planning
- 5.A.1. Tiger Talks
- 5.A.1. Tiger Tweets and Takeaways
- 5.A.1. Trustee Academic Subcommittee
- 5.A.1. Trustee Finance Subcommittee
- 5.A.1. Trustee Policy Subcommittee
- 5.A.1. Trustee Subcommittee Election
- 5.A.1. Using Student Feedback
- 5.A.2. 2019 Housing Feasibility Study
- 5.A.2. 2021 Environmental Scan
- 5.A.2. AC 2024 Tuition Fees Review
- 5.A.2. Administrative Use of Data
- 5.A.2. AIM Institutional Effectiveness
- 5.A.2. By the Numbers March 2022

- 5.A.2. Cowley Leaders at Work
- 5.A.2. Datatelligent NDA
- 5.A.2. Economic Impact Studies 2019 2023
- 5.A.2. IE Office Manual Data Review
- 5.A.2. Knowledge Management Team
- 5.A.2. Perkins V Needs Assessment 2024
- 5.A.2. Quality Initiative Final Report and Review
- 5.A.2. Use of Program Review Data
- 5.A.3. New Program Request Form
- 5.A.3. Policy 107.00 Advisory Committees
- 5.A.3. Policy 205.00 Curriculum Development
- 5.A.3. Policy 207.00 Textbook Selection
- 5.A.3. Policy 242.00 Appointment of Department Chairperson
- 5.A.3. Policy 246.00 Faculty Evaluation
- 5.A.3. Policy 255.00 Withdrawal from a Class
- 5.A.3. Policy 262.00 Assignment of Grades
- 5.B.1. Request for Facility Change

5.B - Core Component 5.B

The institution's resource base supports its educational offerings and its plans for maintaining and strengthening their quality in the future.

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution's fiscal allocations ensure that its educational purposes are achieved.

Argument

Human Resources

[115.00 Professional Development Policy](#) describes the training and development process for all employees, beginning with on-boarding and continuing through annual campus in-service events as well as departmental budget monies to support training for operational staff. As reported in the [HLC Institutional Update](#), Cowley College has 202 employees with 65/92 full/part-time faculty and 129/8 full/part-time, non-instructional staff and a 16:1 student-to-faculty ratio. Information from recent Integrated PostSecondary Data System (IPEDS) [Data Feedback Reports \(DFR\)](#) shows Cowley College supports its student body through sufficient numbers of operational staff. The ratios below use the IPEDS Fall Enrollment Survey's cohort headcount divided by the IPEDS Human Resources Survey employee headcount without instructional and management category employees as of November of each fall:

- 2021 DFR for Fall 2020
 - Cowley College: 19.19 (2,478/129)
 - KS Peer Cohort: 17.27 (1,554/90)
- 2022 DFR for Fall 2021
 - Cowley College: 18.95 (2,407/127)
 - KS Peer Cohort: 18.02 (1,640/91)
- 2023 DFR for Fall 2022
 - Cowley College: 17.70 (2,230/126)
 - KS Peer Cohort: 17.24 (1,638/95)

The recent [HLC locations visit](#) provides additional evidence that the College strives to provide the staff support for all of its locations. Statements from the report affirm the College has robust hiring processes and ensures all instructors are qualified, evaluated, have orientation and pedagogical support.

Physical Facilities

Cowley College supports operations through regular facilities maintenance planning and application of grant monies. A request for qualification (RFQ) in 2019 for a multi-year, deferred maintenance

project for a partner to conduct a deferred maintenance and energy conservation audit resulted in a multi-year partnership with [Willdan Performance Engineering](#), a full-service, mechanical, electrical and plumbing (MEP) engineering and construction management firm accredited as an energy service company (ESCO) by the National Association of Energy Service Companies (NAESCO).

Improvements resulting included:

- Improved electronic controls to HVAC systems
- Removal of an outdated boiler heating system in the Renn Memorial Library
- Installation of a high energy efficient HVAC system in the Renn Memorial Library
- Upgraded lighting to more efficient LED retrofits
- Upgrades to energy management systems to reduce water consumption

The College invests [budgeted dollars](#) and Tech Capital Outlay funds, while also seeking [grant funding](#) to support operations and infrastructure. Examples include:

- Improvements to residential housing, dining facilities, main campus, and locations
- [Changes to locations](#) to meet prospective student needs
- Construction of the Tyler Technical Education Center
- Fund for the Improvement of Postsecondary Education (FIPSE) to create the Tiger Learning Center (TLC), benefitting all students
- Kansas Department of Commerce Jobs and Innovative Industry Skills Training (JIIST) to upgrade facilities and equipment, benefit students in career and technical education (CTE) programs.
- Carl D. Perkins Career and Technical Education Act funding supporting facility and equipment improvements for CTE programs
- [Adult Education and TRiO](#) grant funding
- [Coronavirus Aid, Relief, and Economic Security](#) (CARES) Act funding to upgrade HVAC and purchase cleanable furnishings at all locations

The Director of Maintenance supports department-specific facility needs through the [SchoolDude](#) Help Request System. [Requests for facility changes](#) reflect shared governance with required signatures from all affected departments and a Shared Governance Team representative. Qualified personnel respond to needs related to general maintenance, electrical, HVAC, custodial and grounds.

The 2022 Multi Location Site Visit report provides additional evidence that the College maintains facility quality at all locations, stating "All three sites provide more than adequate facilities to meet the students' needs. Instructors and students at Mulvane Technical Center Site (MTCS) have access to modern training equipment for their training programs. Instructors confirm they are able to acquire additional resources as needed and the students describe the extensive access they have to using the equipment for practice, computers for course assignments, etc." and "The facilities provided for all three sites demonstrate the priority that CC places on its sites and training for educating students in the community."

Technology Support

Technology infrastructure is managed by the College's [information technology department](#). IT uses a work request ticket system to meet needs and maintains all computers at all locations through regular updating of software along with hardware replacement on a regular cycle. Support for virtual and collaborative work technologies including Zoom and Microsoft Teams are also provided by IT. The Systems Administrator manages the student information system with the most recent update to

Jenzabar's J1. The College also employs an on-site SQL Database Administrator who manages rules-based-updates (RBU) and scripts to increase system efficiency and provides custom data reporting functions for departmental use. Many applications used by employees are cloud-based or web applications which can be accessed wherever needed for college operations. IT manages virtual private network (VPN) access for off-campus use by employees.

Members of the Knowledge Management Team began developing a [plan to move](#) additional Jenzabar modules to the web-based platform during 2024 fall with anticipated availability provided by Jenzabar for all modules by end of 2026-2027.

Feedback about technology support from the 2022 Multi Location Visit report noted the Short Education Center (SEC) on the Sumner Campus "is outfitted with modern classrooms with generous technology for teaching" and "technological assistance on site."

The College invested significant resources in a [new website](#) in 2021, and in Anthology's customer relationship management (CRM) platform in 2023. Cowley College employs a Director of Distance Education who supports all technologies related to teaching and learning including Blackboard Ultra, Blackboard Ally, [Tutor.com](#), and Accudemia tutoring support software. The Institutional Effectiveness Office manages additional data analytic support including the College's online Tableau site and is the administrator for the Snowflake cloud-based data lake.

Funds are allocated annually to support technology with a recent emphasis in investment in cybersecurity to support data privacy.

5.B.2.

The College's administration conducts careful research to ensure goals and supporting resources are realistic through multiple mechanisms.

- Work preceding the identification of priorities, initiatives and goals for the strategic plan included an [environmental scan](#) with review of the literature and trend analysis using internal and external data sources, a campus-wide SWOT analysis, community survey, and campus identification of strategic issues with all information compiled by the IE Office.
- Feasibility studies are conducted when considering changes to residential housing expansion. The most recent [housing study](#) indicated additional housing on the main campus was not feasible due to:
 - Declining enrollment at Cowley College
 - Declining percentage of college-going high school graduates in Kansas leading to increased need to expend resources recruiting out of state
 - Increased cost might face resistance from prospective students
 - Increased enrollment in distance education diminishes the need for residential housing
 - Cost of additional residential housing staffing and services

The Cowley College Board of Trustees engage in [annual vision casting activities](#) for strategic goal setting. This day of collaborative work with administrators ensures the governing body has relevant human resources, technology, academic program, enrollment management, and facilities knowledge to create realistic goals that are aligned with the current strategic plan.

The College's recent acquisition of Anthology's CRM involved a multi-year process that included a delay due to platform costs outside the College's fiscal resource capacity. The decision purchase in

2023 resulted because of successful acquisition of grant funding.

Cowley College's [2022 Strategic Management Business Plan](#) formed the foundation for the current enrollment management plan. This analysis conducted by the President's Office included internal and external analysis resulting in the creation of a listing of sustainable competitive advantages held by the College. The [2022 Enrollment Plan](#) capitalizes on research to produce short- and long-term growth strategies, new enrollment levers, and goals with targets and action plans. Campus partners supporting enrollment management includes the President, Academic Affairs, Athletics, Dual Enrollment, Enrollment Management, Finance and Administration, Institutional Effectiveness, Marketing, Student Services, and Housing. These teams employ information sources including [enrollment funnel](#), [social media](#), [high school outreach](#) dashboards.

5.B.3.

[Policy 123.00 Budget Development and AP123 Budget Procedure](#) guides an annual zero-based budgeting process that involves faculty, staff, administration and governing body. The relationship of the budget with the College's mission, values, and strategic planning is stated in AP123: "The purpose of this procedure is to ensure Cowley College has a financial plan in place to support college activities and aligned with the Strategic Plan goals and initiatives...while ensuring compliance with state statutes for subdivisions of state government related to and establishing local tax levies."

[Creation of the budget](#) begins at the individual [operating department level](#) within the college with budget requests reviewed by the Administrative Council in relationship to the [current strategic plan](#). Mission drives approval of proposed budgetary expenditures with priority funding to support teaching and learning. [113.00 Reserve Funds](#) requires financial stability and appropriate procedures for investments and capital assets are managed by the Director of Accounting. 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 [Cowley Connect](#), allowing directors and administrators to track departmental spending throughout the year. All expenditure requests pass through a multi-level review by an AC member, the Director of Accounting and the VPFA; non-approval of requests is sent back to department leads for revisions as needed.

Procedures that emphasize the monitoring of finances include the use of a [budget forecasting dashboard](#) by the VPFA to monitor budget expenditures and predict financial changes impacted by revenue streams. The VPFA also provides a monthly [reporting of changes in revenue and expenditures](#) to the Board of Trustees with bills and claims, and year to year comparison. The Board of Trustees is responsible for managing changes to the mill levy, a Cowley County percentage based on currently assessed property valuation, establishing the state appropriation budget, and renewing the capital outlay mil every five years. Regular renewal of the capital outlay mil and changes requiring an increase exceeding the revenue neutral rate, require publication with additional opportunity for the public to [comment during the public meeting](#). Taxpayers in Sumner County voted to approve a half-cent sales tax for ten years to acquire, construct, equip, and operate the location at Wellington, Kansas. This sales tax will expire in March 2027; renewal of this sales tax will require public notice and vote.

The Administrative Council [reviews tuition, fees and housing costs annually](#) and recommends costs for the upcoming academic year to the Board of Trustees. Cowley College has increased tuition and fee rates over the past four years; tuition and fee costs to students equaled 32.9% of its FY2023 revenues.

Cowley tracks financial stability through an annual independent [third-party audit](#) that is presented at a public meeting of the Board of Trustees and [published on the College's website](#). The recent HLC Institutional Update shows the four most recent audits have been unqualified without going concern disclosures and [Moody's](#) most recent long-term rating of the College was A+/Stable. . Financial metrics monitored in the [AIM Financial Impact and Sustainability and Financial Accountability](#) dashboard sets include cash carryover percentage, audit report exceptions, mill levy, dorm utilization, in-district tuition and fees cost, and unpaid student debt as of end of fall term.

Directors and administrators work with the VPFA to manage all finances associated with grants. Documentation for Perkins V grant dollars is maintained by the Perkins Coordinator with annual submission to KBOR. All grant dollars are assigned budget lines in a unique fund, separate from the College's general fund. The VPFA monitors the spending of grant dollars and is the custodian of [grant documentation](#). (See TRiO, ABE and other grant documentation in 5.B.1.)

The VPFA and the College's Financial Aid Department work closely with the [Cowley College Foundation](#) to provide financial support to the organization and its students. The Foundation focuses its fundraising efforts on five core areas: Scholarships, Academic Programs, Arts, Athletics, and Facilities. During the most recent, three fiscal years, the Foundation secured gifts totaling over \$4.6 million to projects including the construction of the Tyler Technical Education Center. The Foundation, a separate 501(c)3 entity, conducts an annual audit, and received a clean opinion for its FY21, FY22, and FY23 audits.

5.B.4.

Cowley College's primary mission is to provide educational access and support student success through award attainment, transfer out, and placement in the workforce. Academic department budgets are managed by the Department Chair and CAO with emphasis on spending that advances student learning. Department Chairs track spending of general fund monies and use a dashboard to monitor department-specific [scholarship budget](#) lines. The [2024-2025 amended budget](#) proposal presented to the Board demonstrates the College's commitment to ensure its educational purposes are achieved with 63.8% of the general fund allocations for expenditures including instruction, academic support, student services, and scholarships (See p. 12). [Advisory Committee feedback](#) indicates satisfaction with the resources provided to ensure educational purposes are achieved. Additionally, the most recent Information provided by the Kansas Association of Community College Business Officers (KACCBO) in the [2024 Community College Data Book](#) (page 153) shows FY 2022 audited expenses that directly impact student success increased over the past four fiscal years:

- Per FTE Student
 - Instruction: +26.0%
 - Academic Support: +8.9%
 - Student Services/Activities: +11.3%
- Scholarships and Financial Aid: +108.5%

Sources

- 5.A.1. Board of Trustee Retreat and Vision Casting Events
- 5.A.2. 2019 Housing Feasibility Study
- 5.A.2. AC 2024 Tuition Fees Review
- 5.B.1. 115.00 Professional Development Policy
- 5.B.1. 2022 Multi Location Visit Peer Review Report
- 5.B.1. 2024 HLC Institutional Update
- 5.B.1. ABE and TRiO Grant Renewals 2023 2024
- 5.B.1. CARES Funding Annual Reports
- 5.B.1. Grant Funding to Support Operations
- 5.B.1. IPEDS DFR Employees by Occupation
- 5.B.1. Operational Support
- 5.B.1. Outreach Facility
- 5.B.1. Request for Facility Change
- 5.B.1. SchoolDude Facility Support
- 5.B.1. Website Investment June 2021
- 5.B.1. Willdan 2019 RFQ
- 5.B.2 Cowley College Enrollment Management Plan
- 5.B.2. 2022 Strategic Management Business Plan
- 5.B.2. Enrollment Funnel
- 5.B.2. Enrollment Management Social Media

- 5.B.2. High School Outreach
- 5.B.2. Strategic Plan Goal Setting
- 5.B.3. 123.00 AP123 Budget
- 5.B.3. 2024 2025 Budget
- 5.B.3. 2024 Budget Creation
- 5.B.3. 2024 State Appropriations Budget Notice
- 5.B.3. Aligning Budget with Strategic Planning
- 5.B.3. Audit with 2023 Review
- 5.B.3. Budget Forecasting
- 5.B.3. Cowley College Budgeting Process.pdf
- 5.B.3. Cowley College Credit Profile 2022
- 5.B.3. Cowley College Foundation
- 5.B.3. Cowley Connect Finance Module
- 5.B.3. Information Technology Support
- 5.B.3. J1 Web Transition Team
- 5.B.3. Monitoring Finances in the AIM
- 5.B.3. Perkins V Grant Management
- 5.B.3. Publication of the Audit
- 5.B.3. Regular Budget Monitoring
- 5.B.3. Reserve Funds Related Processes
- 5.B.3. Technology Support Tutoring
- 5.B.4. 2024 2025 Amended Budget
- 5.B.4. 2024 Community College Data Book
- 5.B.4. Academic Advisory Committees
- 5.B.4. Cowley College Foundation
- 5.B.4. Scholarship Management

5.C - Core Component 5.C

The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

Argument

5.C.1.

The College's strategic plan and enrollment management plan guide resource allocation in alignment with mission and priorities. 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. Examples of capital construction projects over the past four years aligned with mission and priorities include:

- Upgrades to the Mulvane Science, Engineering and Academics location
- Roof replacement at The Lodge (Residential Housing)
- Construction Trades Bus Barn Renovation
- Flooring replacement in the Dining Hall
- Purchase of new wardrobes for residential housing
- Exterior seal of Ireland Hall
- Bathroom updates at Renn Memorial Library
- Boiler/chiller update in Walker Technical Building

The College actively seeks external funding sources to expand and improve facilities and services to students. Some examples include a multi-year partnership with Willdan Group to address deferred maintenance and improve energy consumption (See 5.B.1.). Other investments in facilities to support academic program and support quality include the successful acquisition of grant funding to expand Adult Education programming at the Winfield Campus along with expanded space for Workforce and Continuing Education and consolidated tutoring services space, the Tiger Learning Center, on the Arkansas City Campus (See 5.B.1.).

Because resource allocation is response to needs tied to strategic goals, related to mission, and benefit changing student needs, the Administrative Council considers [contingency requests](#) when appropriate. A recent example from the Cowley College's Marketing Department demonstrates

alignment with priorities aligned with enrollment management.

Analysis of program enrollment and projected need for new technical programming and increased space for existing programs is operationalized through regular processes including academic program review. Collaborative work with community and industry partners in Wellington, Kansas identified academic programs focus and funding for facility construction, resulting in the construction of the Short General Education (2019) and Sumner Technology and Innovation (2018) Centers. Successful application for American Rescue Plan Act (ARPA) funding in 2022 along with a capital campaign led by the College's Foundation, concluded with the opening of the Tyler Technical Education Center on the Arkansas City campus in 2024. These new facilities support the College's mission to provide opportunities for learning excellence and represent commitment to Core Value Accountability, We are accountable to the community to educate students and to sustain and improve society.

5.C.2.

The College's budgeting process starts at the department level with worksheets that allow budget requests for strategic initiatives. Examples of linkage of processes for evaluation, planning and budgeting include:

- Assessment of [student learning, budget linkage with program review](#)
- Linking strategic planning, professional development, and mission to [annual faculty job targets](#)
- Comprehensive evaluation of operations included in AIM Institutional Effectiveness dashboard set
- Evaluation of operations in relation to [educational access](#) as an open admissions institution including dual credit student enrollment, high school graduate enrolling rate, market penetration, and access for student subgroups.
- [Budgeting linked to strategic planning](#)
- Evaluation of operations related to [student persistence and retention](#) specifically distance education success, financial support, and satisfaction surveying

5.C.3.

[API01 Mission and Related Statements](#) requires the procedure custodian to involve internal stakeholders in the review and revision of the mission and related statements. All faculty, staff and administrators participate in review of the environmental scan and identification of strategic priorities. themes. An open invitation is issued by the procedure custodian to all staff and faculty to participate on cross-departmental strategic priority teams with administrators serving as team champions.

The annual strategic planning process integrates information from internal and external stakeholders for setting strategic goals. Data sources and associated stakeholder groups from the 2018 and 2022 plans include the AIM and:

- Students
 - [KBOR Performance Report](#)
 - Noel Levitz [Student Satisfaction Inventory](#)
 - [Transfer](#) and [Success Rates](#)
 - KBOR [Student Success Index](#)
 - [Number of Certificates and Degrees Awarded](#) (AIM)

- [Academic Program Review](#)
- [Census Bureau](#) and Kansas Department of Education
- [National Community College Benchmarking Project](#) (NCCBP)
- Employees
 - Noel Levitz [College Employee Satisfaction Survey](#)
- External Constituents
 - [Community Stakeholder Survey](#)
 - [Advisory Council Reports](#)
 - American Community Survey (ACS) – U.S. Census Bureau
 - Kansas State Department of Education [K-12 Report Generator](#)

The [2018-2021](#) and [2022-2025](#) strategic planning documents demonstrate the comprehensive participation of the College’s faculty, staff, and administration in the planning process.

5.C.4.

Strategic planning activities embedded in the 2018-2021 plan included Institutional Priority 5: Resource Stewardship: Cowley College is focused on how the resources base of the institution supports and improves its educational programs and operations. Results of this institutional priority with associated sub-goal included:

- 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.
 - RFQ for multi-year deferred maintenance project
 - Selection of firm to complete a facilities master plan
 - SI 5.1b. Establish the [identity of Cowley campus and locations](#) by strengthening or developing academic and/or service programs to increase enrollment.
 - Reviewed program offerings for all sites, identified site needs, determined site identities/niche, named facilities, developed resources materials for all locations, and provided student life services at the Mulvane SEA and Sumner Campus locations
 - SI 5.1d. Enrollment 123.
 - Timeline pipeline communication established with Marketing and Admission Services to provide long range planning year to year for marketing materials and events through an online shared calendar.
 - Incorporated Signal Vine, texting platform, to meet students where “they” are at on information delivery.
 - Implement website chat bot in Tiger Connect and on Help Desk webpage to provide answers to frequently asked questions
 - Initiated bi-weekly zoom meetings with cross sectional departments for better communication amongst the college. (Marketing, Admissions, Financial Aid, Academics, Scholarships, Billing).

Analysis preceding the creation of the College’s [enrollment management plan](#) demonstrating a sound understanding of its current capacity involved broad impacts on enrollment trends, need for increased conversion of prospect to applicant to enrolled student, identification of “middle performers” (declining or stagnant transfer pathway programs), and constrained capacity for career and technical education (CTE) programs. (See 5.B.2)

Meeting needs while [managing fluctuations in revenue sources](#) is managed at the department and organizational levels. Directors have the ability to manage spending through access in Cowley Connect while the VPFA uses a dashboard to measure the impact of revenue changes and make adjustments to the general fund. The College met fluctuating state revenue support through increased grant funding applications, slow hiring, tuition and fees revision, cost savings through deferred maintenance, and across the board budget cuts.

5.C.5.

The College incorporates future thinking as part of planning processes to creative proactive response to constituent needs. Some examples are:

- The strategic planning [environmental scan](#) included a literature review focused on demographic shifts, access to technology, the consequences of rising costs, and the unique persistence and retention needs of student subgroups.
- External data sets including K-12, census and labor data are used for forecasting in strategic and enrollment management planning.
- Creation of major themes within the 2018 and 2022 strategic plans that recognize evolving external factors including
 - Impact of increasing needs for remedial education on persistence
 - Minimizing the impact of the COVID-19 pandemic to support academic gaps and student mental health
 - Unique needs of growing local populations to increase educational access and retention
 - Capitalization on new technologies

Cowley College also joins with external partners to create strategies to meet future needs including resulting in the creation of a three year playbook with the [National Institute for Student Success \(NISS\)](#) at Georgia State University and professional growth opportunities through the 5.C.5. [Community College Round Table](#). These initiatives focus on current and future needs of students, especially those from historically underserved student subgroups.

The President and Board of Trustees incorporate information about demographic shifts, the economy and state support through attendance at the Kansas Association of Community Colleges' (KACC) Council of Presidents meetings. Additionally, the College is represented by a legislative liaison who attends KBOR and legislative meetings to [providing information](#) that supports future planning efforts.

A critical focus beginning with the 2023-2024 was the need to address impact of artificial intelligence (AI) and mitigate cybersecurity risks. Administrators began work in 2022 to develop policies to address [identity theft](#), [cybersecurity threats](#), the use of [AI in the workplace](#), and compliance with the [Gramm-Leach-Bliley Act \(GLBA\)](#). The College entered a relationship with Tandem Security in 2023 to mitigate the [risk of cybersecurity attack](#) through a comprehensive risk assessment and incident response plan. This work anticipates the increasing privacy needs of both students and employees.

Cowley College developed a [crisis management](#) policy and procedure in 2004 following a natural disaster event in a neighboring community. This future thinking plan would enable the College to pivot quickly when the COVID-19 pandemic was declared in the spring of 2020.

Perkins V needs assessment with K-12 partners identifies evolving external factors including

changing K-12 student enrollment and success, growing workforce training needs, and emerging career fields (See 5.A.2.).

5.C.6.

The strategic planning implementation process, begun in 2015, includes the tracking of goal progress using Microsoft Teams. 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. Each team lead 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. An [annual report](#) is provided to the Board of Trustees at the October public meeting with the publication of a comprehensive report afterward. (Complete set of annual reports available in the 2022 2025 Report)

Effective strategic planning processes are critical to support student success and respond to institutional needs. The IE Office introduced an [evaluation of planning effectiveness](#) at the end of the first active planning year to gather feedback from SLT team leads and members. Changes resulting from this report to improve operations related to planning included identification of SLT team leads whose roles directly relate to the priorities and initiatives of each team.

Sources

- 5.C.1. Major Projects
- 5.C.1. Responding to Priorities
- 5.C.2. AIM Educational Access
- 5.C.2. AIM Retention
- 5.C.2. Aligning Budget with Strategic Planning
- 5.C.2. Linking Assessment with Program Review.pdf
- 5.C.2. Linking Job Targets with Strategic Planning
- 5.C.3. 2018 2021 Strategic Plan
- 5.C.3. 2020 2024 Noel Levitz CESS
- 5.C.3. 2022 2025 Strategic Plan
- 5.C.3. Academic Program Review
- 5.C.3. AIM Certificates Degrees Awarded
- 5.C.3. AP101 Procedure on Mission and Related Statements
- 5.C.3. Community Stakeholder Survey
- 5.C.3. K-12 Report Generator
- 5.C.3. KBOR Performance Report AY 2022
- 5.C.3. KBOR Student Success Index
- 5.C.3. NDT Fall 2020 Advisory Board Meeting
- 5.C.3. Student Outcomes Report 2020
- 5.C.3. Transfer Student Success Report 2019

- 5.C.3. Using External Data
- 5.C.3. Using NCCBP Data
- 5.C.3. Using Noel Levitz SSI Information
- 5.C.4. 2018 2021 SP Initiative 5.1a
- 5.C.4. Cowley College Enrollment Management Plan
- 5.C.4. Enrollment Management Plan Presentation
- 5.C.4. Managing Fluctuating Resources
- 5.C.5. 2021 Environmental Scan
- 5.C.5. Community College Round Table
- 5.C.5. Legislative Updates
- 5.C.5. Meeting CyberSecurity Needs.pdf
- 5.C.5. NISS Playbook for Cowley College
- 5.C.5. Planning for Crisis
- 5.C.5. Policy 148.00 Identity Theft Prevention
- 5.C.5. Policy 162.00 GLBA Information Security Policy
- 5.C.5. Policy 164.00 Cyber Security
- 5.C.5. Policy 167.00 AI in the Workplace
- 5.C.6. 2018 2021 Strategic Planning Reports
- 5.C.6. 2022 2025 Year One Highlights
- 5.C.6. 2022 2025 Year Two Reports
- 5.C.6. Evaluating Strategic Planning 2022

5.S - Criterion 5 - Summary

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

Summary

Cowley College plans for the future through a four-year strategic planning cycle with broad participation by campus stakeholders. Shared governance is demonstrated through policy and procedures, is included in the faculty master agreement, and demonstrated through the College's committee structure. Administrators review employee feedback to assess the quality of organizational shared governance.

Improvements in data use to reach information decisions drove the College's recent HLC quality initiative. This project strengthened data quality, increased data accessibility, and created a sustainable review process to create improvements.

The College supports current educational offerings while planning for the future through strategic planning, facilities planning, succession planning and enrollment management planning. A strong budgeting process is codified through policy and procedures, is aligned with strategic planning, and has mechanisms including monthly review by the governing body and a third-party audit that demonstrates the College monitors its finances.

[Comprehensive Evidence File Library](#)

Sources

- Evidence File Library.pdf

Cowley College

HLC ID 1275

OPEN PATHWAY: Reaffirmation Review

Review Date: 11/4/2024

Dr. Michelle Schoon
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Team Member

Review Dashboard

| Number | Title | Rating |
|--------|---|--------|
| 1 | Mission | |
| 1.A | Core Component 1.A | Met |
| 1.B | Core Component 1.B | Met |
| 1.C | Core Component 1.C | Met |
| 1.S | Criterion 1 - Summary | |
| 2 | Integrity: Ethical and Responsible Conduct | |
| 2.A | Core Component 2.A | Met |
| 2.B | Core Component 2.B | Met |
| 2.C | Core Component 2.C | Met |
| 2.D | Core Component 2.D | Met |
| 2.E | Core Component 2.E | Met |
| 2.S | Criterion 2 - Summary | |
| 3 | Teaching and Learning: Quality, Resources and Support | |
| 3.A | Core Component 3.A | Met |
| 3.B | Core Component 3.B | Met |
| 3.C | Core Component 3.C | Met |
| 3.D | Core Component 3.D | Met |
| 3.S | Criterion 3 - Summary | |
| 4 | Teaching and Learning: Evaluation and Improvement | |
| 4.A | Core Component 4.A | Met |
| 4.B | Core Component 4.B | Met |
| 4.C | Core Component 4.C | Met |
| 4.S | Criterion 4 - Summary | |
| 5 | Institutional Effectiveness, Resources and Planning | |
| 5.A | Core Component 5.A | Met |
| 5.B | Core Component 5.B | Met |
| 5.C | Core Component 5.C | Met |
| 5.S | Criterion 5 - Summary | |
| FC | Federal Compliance | Met |

Review Summary

Conclusion

The HLC team commends Cowley College's integrity and ethical behavior through clear governance, strong academic standards, and transparent financial management. It ensures fair treatment of staff and effective communication. The institution also maintains ethical conduct in public safety and supports academic freedom for faculty and students.

Overall, Cowley College has high quality facilities and equipment to support student learning. During a tour of the science lab, it was evident from conversations with faculty that quality instruction is being provided and students are meeting learning outcomes. Given the strong investments the College has made in its facilities, the team concluded that there are opportunities to modernize science labs and stockrooms in future planning.

The College's commitment to its constituents begins with the actions of the elected Board of Trustees and College leadership, and extends across faculty, staff, and students. Trustees' decisions demonstrate an ongoing dedication to the success of the College's mission, vision, and strategic plan. Board policies and interviews with Board members and College leadership confirmed that the Board delegates day-to-day operations to the College President and administrators.

The College's current mission statement provides opportunities for learning excellence, personal achievement, and community engagement. Best practices of shared governance are implemented. Cowley College engages positively with the business community and generates a return on investment to its stakeholder groups. External constituents have multiple opportunities to engage with Cowley College through various venues.

Cowley College has policies in place to ensure nondiscrimination, anti-harassment, and equal employment opportunities. The College collects information to assess success in fostering a climate of respect and belonging for students, faculty, staff, and administrators.

During listening sessions with faculty and students it was evident that the College supports academic freedom. The integrity of research is ensured through required training, coursework, support from library staff, and an IRB. The College website and publications provide transparency of academic offerings, associated cost of attendance, and policies and procedures. Programmatic accreditation further supports Cowley College's commitment to integrity.

Cowley College complies with KBOR guidelines and procedures to award degrees and certificates; it ensures transferability by meeting general education core requirements. The College has established policies and procedures to assess course outcomes and corresponding program and global learning outcomes. The quality of program delivery is consistent across varying modalities and locations. This is supported by the implementation of a common syllabus template, and faculty collaboration across disciplines.

Cowley College conducts program reviews every three years. This process is reviewed annually by department chairs and faculty program directors. Academic and Student Affairs collaborate to align cocurricular development goals with teaching and learning through various clubs and organizations. Cocurricular offerings are integrated with the overall assessment of the student learning process, "closing the loop."

The quality of teaching, and available resources, exemplify the College's dedication to student learning and success. Faculty provide exemplary student-centered instruction. During the tour of the College campus, it was evident how faculty creatively engage with students in many of the programs. Faculty evaluations are clearly outlined in the CEA Master Agreement and follow a cyclical process.

Cowley College implemented its Quality Initiative, "Maximizing Data to Support Institutional Effectiveness and Student Success," during the College's 2018-2021 strategic plan. The purpose of the initiative was the restructuring of the

institution's Accountability and Institutional Measures (AIM), which is the College's set of metrics used to assess institutional effectiveness, enhance planning, and inform changes. Members of the Knowledge Management Team and Administrative Council review datasets that drive changes to support student success. That data also supports the College's ability to respond to changing circumstances as they arise. An example was the ability to quickly expand online learning during the Covid pandemic because of available infrastructure. It is evident that Cowley College has a longstanding culture of assessment and uses data to inform decisions.

Cowley College has systematic, robust processes for planning and ensuring it invests resources necessary for accomplishing its mission. Cowley College is financially healthy, relying not only on tuition and appropriations but grant funding. The College invests in professional development of qualified employees and has the capacity to resource improvements to its facilities and technology.

The College follows a four-year strategic planning cycle that includes a review of its mission and related statements, establishing priorities, and setting SMART goals and action plans. Cowley College demonstrates a continuous process of planning, analysis, and adjustments. Because of the excellence the peer review team recommends that Cowley be eligible to choose its pathway.

Overall Recommendations

Criteria For Accreditation

Met

Sanctions Recommendation

No Sanction

Pathways Recommendation

Eligible to choose

Federal Compliance

Met

No Interim Monitoring Recommended.