

MULTI-LOCATION VISITS: INFORMATION FOR INSTITUTIONS

BACKGROUND

Commission policy requires an on-site visit every five years to any institution with more than three off-campus additional locations. In some cases, institutions undergoing rapid expansion will host Multi-Location Visits more frequently than the five-year intervals. The purpose of the Multi-Location Visit is to confirm the continuing effective oversight by the institution of its additional locations. (Commission Policy 3.2(d)3.b.) Visiting a representative sample of locations allows the Commission to accomplish this goal.

The Commission defines “additional locations” as places where 50% or more of a degree is offered; “additional locations” also include degree completion sites where the last two years of a Bachelor’s degree is offered.

Commission policy stems from U.S. Department of Education regulations regarding the recognition of accrediting agencies. These regulations require recognized accrediting agencies to visit at reasonable intervals a representative sample of additional locations of institutions that operate more than three such locations. (34CFR §602.22) The Commission previously used the term “site” to refer to “additional locations,” but has adopted “additional locations” as its official designation.

SPECIAL CONSIDERATIONS FOR INSTITUTIONS WITH EXPEDITED REVIEW OPTIONS FOR NEW ADDITIONAL LOCATIONS

Some institutions in the Commission’s membership have been granted access to the Notification Program for Additional Locations or Expedited Desk Review for Additional Locations. For more information about those programs, see the Commission Web site.

An institution with access to one of these expedited approval programs must demonstrate that it continues to meet the standards for the program and the Multi-Location evaluator will determine whether the Expedited Desk Review or Notification designation continues to be appropriate.

Access to the Expedited Desk Review Program for Additional Locations will be granted only to an institution that:

- has three or more approved active off-campus additional locations;
- has tested experience in creating and managing multiple additional locations;
- has a Statement of Affiliation Status that does not restrict the development of additional locations;
- has a state agency relationship that allows for the development of off-campus additional locations; and

- is in good standing with the Commission (i.e., no significant Commission monitoring affecting additional location administration and no sanctions within the last five years).

Access to the Notification Program for Additional Locations will be granted only to an institution that:

- has been accredited by the Commission, prior to seeking access to the streamlined process, for at least 10 consecutive years with no record of any action during that period for sanction, show-cause, or monitoring of issues related to the quality of instruction or to the oversight of existing additional locations or campuses;
- has demonstrated success in overseeing more than three locations;
- has no other Commission or other legal restrictions on additional locations and/or programs offered off campus; and
- has appropriate systems at the institution to ensure quality control of locations that include clearly identified academic controls; regular evaluation by the institution of its locations; a pattern of adequate faculty, facilities, resources, and academic/support systems; financial stability; and long-range planning for future expansion.

MECHANICS OF THE VISIT

Additional Location Sampling Process

A Multi-Location Visit to an institution will include a representative sample of the institution's additional locations based on the total number of additional locations, the geographic distribution of those additional locations, and the academic programs offered at different locations. The sample will also take into account any other unique characteristics of the institution's approach to off-campus instruction as described in its application for new additional locations or for access to the Expedited Desk Review or the Notification program. In no case will the sample be fewer than two locations. Commission staff will develop the representative sample of additional locations to be visited and will send the list to the institution and the evaluator. (See Appendix A, "Multi-Location Visit Sampling Protocol.")

Before the Visit

The Commission will notify an institution that it is due for a Multi-Location Visit in the fall of the academic year in which the visit will take place. The notification will include an up-to-date list of active additional locations and a list of the representative sample of locations that will be evaluated. The notification will also request that the institution designate a Multi-Location Visit coordinator who will serve as the primary contact throughout the process and will make logistical arrangements as requested by the evaluator. Typically that person will be the coordinator of off-campus education, an administrator for one or more of the additional locations, or the Academic Dean.

Once the Commission determines that an institution will host a Multi-Location Visit in a given year, the institution should expect the following:

1. **Evaluator:** The Commission will notify the institution of the name of the Commission evaluator who will visit additional locations.

2. **Schedule:** The evaluator will contact the Multi-Location Visit coordinator and arrange a mutually convenient date to visit additional locations within a timeframe identified by the Commission. The institution should select dates and times when the additional locations are operational and students and faculty members are available. In some cases that time may be an evening or weekend.
3. **Report:** The institution must prepare a report describing its process for planning new additional locations and monitoring the ongoing quality of the services and instruction at such additional locations and make that report available to the evaluator approximately thirty days prior to the Multi-Location Visit to the institution. *See the Multi-Location Report Template for Institutions.*

During the Visit

The visit to each additional location is typically four to five hours in length, depending on the complexity of the location and the availability of students and faculty members. Each Multi-Location Visit typically begins with a conference call with the main campus administrators responsible for coordinating the educational programs at the main campus with similar activities at the additional location. The evaluator will also interview the location administrator as well as academic leaders and will want to speak with some faculty and students. The evaluator will also review the physical facilities and access to academic and support services.

After the Visit

The evaluator will complete a written evaluation report template that asks the evaluator to assess whether the institution has demonstrated effective oversight of additional locations. The evaluator will also be asked to determine whether further follow-up is necessary either at the time of the next comprehensive evaluation or by means of a Commission-mandated follow-up mechanism such as a progress report, focused visit, etc. The institution will receive a copy of the written evaluation approximately thirty days after the last of the additional locations is visited. The institution will have an opportunity to respond to the written evaluation. The Institutional Actions Council will make the final decision on any additional interim monitoring of additional locations.

RECORDS

The written evaluation report will become a part of the Commission's permanent file and will be shared with the next comprehensive evaluation team and with other evaluation teams as deemed appropriate.

FEES

Current fees for the Multi-Location Visit are outlined on the Commission Dues and Fees Schedule, available on the Commission Web site.

QUESTIONS

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Multi-Location Report for The University of Kansas August 1, 2013

Overview Statement

1. Provide a brief overview statement about current additional locations, and about the institution's general approach to off-campus instruction. List the current approved active additional locations. Be sure to include with each location the full address and all academic programs offered at the location.

The University of Kansas has six approved active additional locations:

Location	Address	City	State	Zip	Programs Offered
Kansas City Kansas Community College	7250 State Avenue	Kansas City	KS	66112	2+2 Bachelor of Social Work
Fort Leavenworth	881 McClellan Avenue	Leavenworth	KS	66027	Master of Science in Business (Supply Chain Management & Logistics)
Salina Regional Health Center	400 S. Santa Fe	Salina	KS	67401	Doctor of Medicine
University of Kansas Public Management Center	715 SW 10th	Topeka	KS	66612	Master of Public Administration
Fort Hays State University	600 Park Street	Hays	KS	67601	Master of Social Work
Garden City Community College	801 Campus Drive	Garden City	KS	67846	Master of Social Work

Additional locations operated by the University of Kansas serve two purposes:

- They prepare graduates to enter the Kansas workforce in disciplines and geographic areas where qualified workers are needed.
- They provide educational opportunities for motivated adult learners who may not be able to travel to the main campus or to one of the branch campuses.

The Public Management Center (PMC) in Topeka was established in 1973 with the goal of bringing the Master of Public Administration (MPA) degree to the State Capitol and its significant population of government employees. The PMC offers a robust selection of professional education programs including the Certified Public Manager program, the Emerging Leaders Academy, and custom courses. In recent years, the PMC has become a statewide training resource, holding classes in every corner of the state. The PMC students tend to be older students with daytime jobs. In order to better accommodate their schedules and needs, courses offered at the Public Management Center are held in the late afternoon or evening. There is virtually no variation between the PMC location and the Lawrence and Edwards campuses with regard to core MPA curriculum or instructional staff. The School of Public Affairs and Administration's (SPAA) core faculty covers the majority of courses on the campuses and at the PMC.

The Salina Regional Health Center location, offering a full, four-year MD program, was opened with the goal of addressing workforce shortages by targeting students who are likely to enter rural practice in the state of Kansas.

2. What future growth does the institution anticipate (e.g., in the next six months, three years, 10-20 years) for additional locations?

Overall, the University anticipates limited growth in additional location enrollments in the near term.

The Public Management Center anticipates marginal growth in Topeka enrollments in the MPA program for the foreseeable future.

- Recent years have seen a decline in percentage of state employees as MPA candidates. This is due to reductions in the state workforce, curtailment of agency tuition assistance supports, and rising employment insecurity (which tends to undermine both the fiscal and time commitments required for MPA completion).
- To offset the anticipated sag in state-employee enrollments, the PMC is marketing the MPA programs more aggressively to local governments in the area and to such non-traditional populations as utilities, hospitals, non-profits, and other organizations that are not strictly “governmental,” but are essential to community well-being. This recruiting approach mirrors the rising emphasis of “governance” in the field of Public Administration.

The MD program at the Salina Regional Health Center began with a fixed class size of 8 students in Fall 2011 and each year an additional 8 students will be admitted. The maximum enrollment in the MD program will be 32 students.

Institutional Planning and Facilities

3. How does the institution ascertain that facilities at each location will meet the needs of the students and the curriculum?

The University strives to find facilities that meet or exceed the level of facilities available at the main campus and branch campuses.

As noted above, there is little variation among campuses/locations regarding MPA curriculum and instructors. There are, of course, some physical differences. The Public Management Center compares favorably to the main campus in this area.

- The PMC has 3 classrooms, which can accommodate 20, 25 and 40 students. The typical PMC class meets in one of the small classrooms.
- PMC classrooms feature worktables and chairs, as opposed to the individual desks common in the classrooms in Wescoe Hall on the Lawrence campus.
- Each PMC classroom is outfitted with a computer, ceiling-mounted projector, and internet connection, as is the case on the main campus. Some other equipment, such as overhead projectors, speaker phones, and limited filming/recording gear are also available.
- The PMC features ample parking immediately behind the building, which is far more convenient than parking arrangements on the main campus.
- The PMC has a number of spaces in which faculty can privately meet with students. While all faculty other than the PMC director are officed on the main campus, most arrange to meet with students before or after class, as needed. A number of electronic means for accessing faculty also exist.

The University of Kansas School of Medicine is ultimately responsible to assure that the facilities at the Salina location meet the needs of the students. Accreditation by the Liaison Committee on Medical Education (LCME), the accrediting body responsible for undergraduate medical education, provides the external confirmation that the School is meeting its obligations to its students. The LCME specifically reviewed the Salina location before the first cadre of students was admitted and the location will be revisited by the LCME during the upcoming comprehensive reaccreditation site visit that will occur in October 2013.

The Salina Regional Health Center facilities were remodeled specifically to meet the needs of the students and the curriculum. Our medical education building at the Salina Regional Health Center location has two ITV-equipped classrooms, 9 faculty/staff offices, a testing center (10 computer stations), a fitness room, a lounge, a room with lockers (enough for every student) that can be secured with locks, 7 student study rooms, 4 small student conference rooms (two with ITV hookups), a faculty conference room with ITV, clinical skills laboratory (2 mock exam rooms with CCTV and a large workshop room), a small resource library, and a state-of-the-art cadaver lab. The gross anatomy laboratory and the clinical skills laboratory are located in the medical education building on the Salina Regional Health Center location.

4. How does the institution ensure that the facilities at each location meet the needs of students and the curriculum?

The facilities at the additional locations are on par with the facilities at the main campus. The programs at the additional locations are accredited programs. As such, the facilities must be in compliance with the expectations of their accreditors.

At the Public Management Center course evaluations are collected at the end of each term and at the end of each of the PMC's professional education courses.

As a part of its internal educational quality assurance and quality improvement program, the School of Medicine reviews all aspects of student performance, including grades, performance on national board examinations, as well as a range of student assessments of institutional performance, such as course and clerkship evaluations and graduation questionnaires conducted by the American Association of Medical Colleges (AAMC). Data are reviewed at least annually by members of the Dean's Office and the institutional committees responsible for the educational program, including the Education Council, Phase I (years 1 and 2) and Phase II (years 3 and 4) Committees. All results are reported to the appropriate module and clerkship directors, department chairs and administrative personnel with any associate recommendations for corrective actions. The execution of corrective actions is monitored by the Dean's Office and by the Education Council and its subcommittees. Annual surveys are also conducted by the Office of Student Affairs to assess the adequacy of various student support services including student health, financial aid, libraries, information technology and educational support.

Instructional Oversight

5. How does the institution ensure that promotion, marketing, and enrollment for the additional location stay in balance with the institution's actual resources and technical capabilities?

While all Public Management Center staff promote and market the MPA degree, formal responsibilities in these areas lie with the School of Public Affairs and Administration's three academic advisors. The advisor for the PMC, Noel Rasor, meets with and takes direction from the School's director regarding the promotion, marketing and enrollments for the programs at the PMC.

The processes, policies and procedures governing admission of students to the medical program at the Salina location are the same as those for students in Kansas City and Wichita. The recruitment of applicants to medical school is under the direction and supervision of the Associate Dean for Admissions. The Executive Dean of the School of Medicine is ultimately responsible for assuring that the resources and technical capabilities available at the Salina location are appropriate for the number of students training at that site as stipulated by the LCME.

6. What controls are in place to ensure that the information presented to students in advertising, brochures, and other communications is accurate?

All additional locations follow similar procedures as those used on the main and branch campuses.

At the Public Management Center, the advisor prepares marketing materials with direction and goals set by the School of Public Affairs and Administration director.

At Salina, the general publication and marketing of the medical education program are the responsibility of the Associate Dean for Admissions of the School of Medicine. All brochures and communications specific to the Salina location are developed and managed by the Director of the Salina program with oversight through the office of the Senior Associate Dean for Medical Education to ensure consistency and accuracy.

7. What is the process through which the institution assesses and adjusts, as necessary, funding and staffing for locations?

The Public Management Center develops an annual budget, which is integrated into the School of Public Affairs and Administration's overall annual budget. Most of the PMC's funding comes from its revenue-generating professional education programs. Those funds are held separate from state monies, which fund the PMC's academic programming.

At the Salina Regional Health Center location the budget is developed by the Director of the Salina location working with the Senior Associate Dean for Medical Education and the Associate Dean of Finance and approved by the Executive Dean. The difference between the collected revenues, primarily student tuition and fees supplemented by endowments and other community support, and expenses is covered by allocation of funds from the School or Medical Center.

8. How does the institution effectively oversee instruction at an additional location?

The same standards for quality of instruction apply at the main campus, the branch campuses, and the additional locations.

At the Public Management Center regular faculty teach the majority of courses. Adjuncts are approved by the Director of the School of Public Affairs and Administration, just as they are on the main campus.

The Salina Regional Medical Center location curriculum is identical to the curriculum at the KU Medical Center in Kansas City. During the first two years, didactic materials are delivered on all campuses by ITV supplemented by podcast recordings. Onsite faculty members work closely with the module and directors in Kansas City to ensure the quality of instruction in the small-group and active learning components of Phase 1. Similarly the clinical faculty and Salina clinical director work closely with the clerkship directors in Kansas City to align the educational activities of the students during their clinical training.

Institutional Staffing and Faculty Support

9. What evidence demonstrates that the institution has appropriately qualified and sufficient staff and faculty in place for the location?

All Public Management Center MPA courses are taught by School of Public Affairs and Administration faculty or adjuncts approved by the SPAA director.

The Salina Regional Medical Center location uses the same processes for staffing that are used at the KU Medical Center campus. Faculty are vetted and approved through the appropriate departments and promotion/tenure committees.

10. What evidence demonstrates the institution supports and evaluates personnel at off-campus locations? Consider the processes in place for selecting, training, and orienting faculty at the location.

The processes used on the main and branch campuses for selecting, training, and orienting faculty are also used at the additional locations.

The Public Management Center faculty are all either regular School of Public Affairs and Administration faculty or are adjuncts approved by the SPAA director.

Faculty development activities are planned through the campuses in both Kansas City and Wichita to support faculty at the Salina Regional Health Center location. Time to attend professional development activities are included in each faculty member's administrative time, which is the same method used at the KU Medical Center campus in Kansas City.

Student Support

11. What evidence demonstrates that the institution effectively delivers, supports, and manages necessary academic and student services at off-campus locations?

There is a specific advisor assigned for the students at the Public Management Center. This person meets regularly with all students enrolled at the PMC. The PMC is a small program that develops close relationships between the students, faculty, and staff. The staff of the PMC regularly interacts with students to address concerns and provide support. Faculty members serve as advisors to students in the classroom as well.

Annual internal and external survey data, as well as the student survey conducted in preparation for the upcoming LCME accreditation visit demonstrate a high degree of student satisfaction with academic and support services provided either locally in Salina or from the main campus in Kansas City.

12. What evidence demonstrates that the institution provides students with sufficient access (in person, by computer, by phone, etc.) to admissions, registration/student records, financial aid, and job placement services?

At the Public Management Center, students are served by an academic advisor who serves as the gateway into services offered to these students from the Lawrence Campus. Each semester an exit survey is conducted of graduating students. Services provided by the advisor and support staff are continually ranked as being above average to excellent.

The professional accrediting body (LCME) for the MD program at the Salina Regional Health Center location mandates that comparable resources are provided to all students regardless of their location. The staff of the Dean for Students prepared a report estimating the support services needed for the students at the Salina location including financial aid, registrar functions, student health, mental health, and academic support. Financial aid and registrar functions are mostly completed electronically and are done from Kansas City with experts from Kansas City traveling to Salina if needed. Local physicians and mental health providers have been contracted for student health issues. The academic support unit in Kansas City hired a 0.2 FTE instructional specialist for the students in Salina.

13. What evidence demonstrates that student concerns are addressed?

There are multiple ways that students interact with the School of Public Affairs and Administration staff. Students meet once a semester with their advisor to review their progress and to address any concerns.

The School Director meets with the faculty who teach courses at the PMC once a year and reviews the results of the teaching evaluations. Sometimes these meetings prompt follow-up to students on actions taken to improve instruction. The exit survey asks for feedback on a variety of services and is reviewed by the School Director for action items. Survey results are included as a piece of data in the Network of Schools of Public Policy, Affairs, and Administration (NASPAA) MPA accreditation process.

The Director of the Salina Regional Health Center location has a close relationship with each of the students in the program and is responsible for identifying student concerns. The Director has been successful in addressing all concerns to date, relying on support from the Kansas City campus when necessary.

Evaluation and Assessment

14. How does the institution measure, document, and analyze student academic performance sufficiently to maintain academic quality at a location?

At the Public Management Center all students must maintain a 3.0 grade point average to remain in the MPA program. If a student falls below that standard in any semester, the student is placed on academic probation. Students facing academic problems are counseled by the advisor. Each semester all student grades are reviewed to ensure appropriate academic progress is being made. In the past five years all students who entered the program at the PMC were successful in earning the MPA degree.

At the Salina Regional Health Center location the curriculum is identical to the curriculum at the KU Medical Center campus curriculum. All learning objectives and assessment measures are identical. Students take the same tests and student grades are calculated in the same way. Student performance across campuses is compared and analyzed by our curriculum and its standing subcommittees comprised of course directors. This information also has to be provided to our professional accrediting body.

15. How are the measures and techniques the institution uses for a location equivalent to those for assessment and evaluation at the main campus or other locations? If there are differences, why are these differences appropriate?

The measures and techniques the institution uses for assessment and evaluation at its locations are the same as those used at the main campus and branch campuses.

The Public Management Center uses the same faculty and the same curriculum as are used on the main campus. The instructional evaluations used for classes on the main campus are also used at the PMC.

The Salina Regional Health Center uses the same curriculum, the same tests, and the student grades are calculated in the same manner as they are on the Kansas City and Wichita campuses.

16. How does the institution encourage and ensure continuous improvement at a location?

At the Public Management Center ongoing feedback from students is used to inform any changes needed to improve the educational experience.

At the Salina Regional Health Center a systematic course review process ensures continuous improvement. Each systematic course review includes data comparing performance across sites and assessment of adequate resources. These reviews are completed by a committee of faculty members (outside of the department of the course director) and students. Results are shared with department chairs and curriculum committees.