

Multi-Location Visit Institutional Report

Instructions

Send the completed report as a single electronic file (in PDF format) to HLC at accreditation@hlcommission.org, as well as to the peer reviewer assigned to conduct the visit. Brief evidentiary materials may be included if they are necessary to support information provided in the report. The report is due 30 days prior to the visit.

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 eight approved, active additional locations. Programs at these locations prepare graduates to enter the Kansas workforce in disciplines and in geographic areas where qualified workers are needed, and they enable the university to extend its first-rate educational offerings to students who may not be able to travel to the main or branch campus.

The university's approach to off-campus instruction is to extend the same level and quality of academic programming and service as on the main and branch campus. Wherever possible, the university extends the existing core curriculum, instructional staff, and academic services of the main or branch campus to its additional locations. This is accomplished by appropriately staffing each location with instructional and student support staff, and in many cases having main and branch campus faculty drive to various sites or use technology solutions. At all additional locations, KU has appropriate systems to ensure quality control, including clearly identified academic controls, regular evaluation of the location, and the appropriate faculty, facilities, resources, and academic/support systems.

Approved active additional locations include (the academic programs offered at each location are listed in Appendix A):

1. Cheyenne Building, 1100 North 4th St., Leavenworth, KS, 66048
2. Fairfield Inn & Suites, 1101 North 4th St., Leavenworth, KS 66048
3. Fort Hays State University, 600 Park St., Hays, KS 67601
4. Ft. Leavenworth, 881 McClellan Ave., Leavenworth, KS 66027
5. Garden City Community College, 801 Campus Dr., Garden City, KS 67846

6. Salina Regional Health Center, 400 S. Santa Fe, Salina, KS 67401
7. University of Kansas, Edwards Campus, 12600 Quivira Rd., Overland Park, KS 66213
8. University of Kansas Medical Center, 1010 N. Kansas, Wichita, KS 67214

For the purposes of this review, we highlight three locations:

Wichita. The Wichita location opened with the School of Medicine (SOM) in 1971 to address the physician shortage in Kansas, and it continues to have one of the highest rates of students choosing family medicine in the nation. In 2011, the School of Pharmacy (SOP) began offering the Doctorate of Pharmacy (PharmD) program at the location to address pharmacist workforce needs in rural areas across Kansas. Programs are concomitantly reviewed and professionally accredited by the Liaison Committee on Medical Education (LCME) and the Accreditation Council for Pharmacy Education (ACPE).

Edwards. The Edwards location was opened in 1993 to provide permanent growth and education in the Kansas City community. Programs at Edwards enable the university to extend first-rate educational offerings to an audience of high-quality, non-traditional students in the Kansas City metropolitan area.

Ft. Leavenworth. KU began operating from the Ft. Leavenworth location in 2005 and offers graduate programs primarily for U.S. officers attending the U.S. Army's Command and General Staff College (CGSC). Programs are designed to encourage and enhance study in scientific disciplines.

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

Wichita. In the SOM, there are no plans to expand class sizes for the SOM at the Wichita location. In 2011, the Wichita campus expanded to offer all four years of medical school. The Wichita campus admits 28 students to each first year class. In addition, approximately 48 students are admitted to the Kansas City - Wichita track, so they transfer to Wichita for years three and four after completing years one and two on the Kansas City campus. The current workforce needs in the state are being appropriately met with this fixed enrollment. The SOM aspires to eventually end the KC-Wichita track (the 48 students mentioned above) so all students begin at the campus from which they will graduate. This shift will allow the Wichita location to have enough resources to deliver the curriculum to 48 additional students in both the first and second year.

With regards to the SOP, the program was accredited to open in the fall of 2011 with 20 students per graduating class. This enrollment has remained fixed. At present, there are no plans to increase enrollment beyond 20 students per class based on current workforce needs within the state.

Edwards. The University expects stable enrollment growth at the Edwards location for the next several years. The location plans to continue offering degree and certificate programs to extend educational offerings to non-traditional students. Edwards' location in a major metropolitan area encourages two-year college transfer students, working professional students, military members and spouses, and business professionals to enroll in undergraduate and graduate programs.

Ft. Leavenworth. CGSC enrollments drive enrollment for civilian graduate programs at Ft. Leavenworth, and KU is one of four civilian institutions offering graduate education programs at the fort. KU's Memorandum of Agreement (MOU) with the Army limits programs to 45 students in a cohort, but ideal cohort sizes are slightly smaller than 45 students. Over the past seven years,

the Master of Science in Business – Supply Chain Management program (MSB-SCM) has averaged 32 students per year and the Master of Arts in Global and International Studies program (MA-GIS) has averaged 20 students per year. However, this year, the MSB-SCM has 25 students enrolled and the MA-GIS has 13 students enrolled. One factor leading to this year's decline in the MA-GIS enrollment is the precipitous decline in the number of Special Operations Force officers enrolled in CGSC. The university anticipates a return to historical averages in future years. The opportunity to earn a master's degree while in a stable, non-deployed, school setting is attractive to officers because, while not official policy, failure to have earned a graduate degree prior to consideration for promotion to lieutenant colonel/commander reduces one's potential for selection. This structural aspect of officer training has held true for decades and is likely to remain an impetus for civilian higher education during the year at Ft. Leavenworth.

Institutional Planning

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

Wichita. The professional bodies that accredit the SOM and SOP programs require that facilities meet the needs of its students and provide a "like experience" as compared to students at the main/branch campus. The LCME specifically reviewed the Wichita location before the first cadre of students was admitted to the four-year SOM program in 2011, and the location was revisited by the LCME during the comprehensive reaccreditation site visit in 2013. In both cases, the site visit team confirmed that the facilities meet the needs of the students and curriculum.

For the SOP programs, as part of a regular comprehensive self-study process, the Associate Dean for the Wichita Campus, working in consult with the Dean of the School of Pharmacy and other members of the administrative team, assesses the facilities requirements needed to support the teaching requirements for the core and elective curriculum, all laboratory sections, interprofessional education activities including simulation, and standardized patient and clinical assessment. This assessment also includes an evaluation of study room and lounge space and computers and printers required to meet student need and demand. Data collected from Wichita campus student satisfaction surveys is also used to assess facilities adequacy. The results of graduating student surveys administered by the American Association of Colleges of Pharmacy (AACCP) provides external and independent confirmation that the school is meeting this mandate.

Edwards. Ongoing space and facility needs are examined annually through a comprehensive space audit which evaluates instructional space needs identified by academic units. A campus space committee, comprised of campus leadership, is responsible for all space related planning and decisions and ensuring policies regarding space usage are being followed. A campus operations committee comprised of Edwards leadership and representatives of public safety, facilities, and IT teams meets monthly to discuss and identify facility needs that support instruction.

Ft. Leavenworth. The U.S. Army's CGSC is one of the Army's premier educational facilities. All MA-GIS classes are delivered in the Lewis and Clark Center, home for CGSC and the MSB-SCM program delivers all but one course in Eisenhower Hall, home to CGSC's School of Command Preparation. Both programs are provided a classroom with eight six-person tables, each with a nearby 62-inch HD monitor and a full suite of modern audiovisual technology. The MSB-SCM delivers the program's final course, SCM 701, Capstone in SCM, on Friday evening/Saturday in the Lewis & Clark Center. Additional information regarding the facilities can be found in CGSC's Assurance Argument (<http://usacac.army.mil/organizations/cace/cgsc>).

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

Wichita. The budget for the SOM program is developed by the Associate Dean of Finance and the Campus Dean, and approved by the Executive Dean located in Kansas City. An allocation of funds from the SOM covers the difference between the collected revenues, primarily student tuition and fees supplemented by endowments and other community support, and expenses. The SOM Wichita location is overseen by Garold Minns, M.D., Campus Dean, and is supported by fully staffed administrative teams, including: Academic and Student Affairs, Administrative and Financial Services, Faculty Affairs and Development, Facilities Management Standardized Patient Lab, George J. Farha Medical Library, Human Resources, Information Technology, Rural Health and Education Services, Safety and Emergency Management, and Research Compliance. The Graduate Medical Education program supports 13 residency programs located in Wichita and Salina. The Masters of Public Health (MPH) department works closely with the MPH degree program in Kansas City, and is fully staffed to deliver the MPH program on the Wichita campus. The Wichita campus hosts 11 academic clinical departments, consisting of both paid and volunteer faculty physicians.

Funding needs for the SOP program operations are assessed annually by the Associate Dean for the Wichita Campus who prepares an annual operating budget for the campus working in collaboration with the School's Assistant Dean for Finance and Resources and other key stakeholders. This budget is submitted during a formal annual budget call period for review and approval by the Dean of the School of Pharmacy. Funding for Wichita operations is supported by a combination of pharmacy student supplemental tuition, student fees and select endowment funding. This budget is then allocated by the Dean with or without modifications based on numerous fiscal factors and budgetary climate within the state. Staffing needs for Wichita are reviewed on an ongoing basis. Faculty staffing is determined through an assessment of teaching, clinical, research and experiential requirements necessary to fulfil the needs of the pharmacy practice department, the school and our clinical affiliation agreement obligations within the Wichita community. This assessment is conducted by the chair of the Pharmacy Practice department working collaboratively with the Associate Dean for the Wichita Campus. Non-academic administrative support for the campus is continually assessed by the Associate Dean for the Wichita Campus and is modified based on campus need and available funding.

Edwards. Using instructions provided by the Provost, the Edwards leadership team proposes an annual budget for ongoing operations and activities. The budgets are submitted, reviewed, and ultimately approved by the Provost's Office. The Edwards location funding comes from tuition and fees revenue generated through courses offered at the Edwards location supplemented by endowments and other community support. Additional funding for the location comes from the Johnson County Education and Research Triangle (JCERT) initiative. Budgets for JCERT funded programs are prepared for JCERT Authority review and approval in addition to Board of Regents approval. Additionally, with 83 location-specific staff (this number excludes resident faculty and clinical staff), Edwards is fully staffed to deliver the programs it offers.

Ft. Leavenworth. KU does not maintain a permanent or temporary office at Ft. Leavenworth; instead, the two graduate programs are administered from their respective KU-Lawrence campus locations. As identified in the KU-Ft. Leavenworth Installation MOU, KU has a designated administrator, the Director Graduate Military Programs (GMP), as the single point of contact authorized to address and expedite resolutions of all problems relevant to the operations of the KU programs. The Director of GMP works closely with the program directors and is assigned at the KU-Lawrence campus.

Funding for the two programs is addressed through the respective School of Business/College of Liberal Arts and Sciences (CLAS) budgeting practices, with a portion of normal compensation for each allocable to the program. With the exception of the first year of its existence, the MBS-SCM program has been a net revenue producer for the School of Business. With the exception of 2017/18, the MA-GIS program at Ft. Leavenworth has been a net revenue producer.

Facilities

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

Wichita. The SOM-Wichita location has a non-clinical facility that was occupied in 1978, remodeled in 1984 and expanded by 30,000 square feet in 1996. A major expansion in 2011 added facilities for curricular expansion. It houses departmental administrative offices, the dean's office, a clinical skills laboratory and the standardized patient program. This facility includes ample large and small group rooms as well as a library, computer laboratory, and student support services. The number of small group rooms and classrooms offer ample space for delivery of all four years of medical curriculum.

As part of its internal educational quality assurance and quality improvement program, the SOM 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 the Executive Dean's leadership team 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 associated recommendations for corrective actions. The execution of corrective actions is monitored by the Executive Dean's Office and by the Education Council and its subcommittees. End-of-semester surveys are also conducted by the Office of Medical Education to assess the adequacy of various student support services including student health, financial aid, libraries, information technology and educational support.

With regards to the SOP program, the ACPE accreditation standard #27 mandates the SOP maintain adequate and appropriate physical facilities to achieve its mission and goals and support its students needs and its curriculum across all of its campuses including its Wichita location. This is accomplished through a review process to assess facilities adequacy that includes information and data collected from an ACPE Self-Study and on-site visit, an AACF Faculty Survey, an AACF Graduating Student Survey, a Wichita Campus Student Satisfaction Survey and input from Wichita-based students and faculty. The ACPE found the Wichita campus to be in compliance with this standard on its most recent reaccreditation site visit in 2013.

Edwards. The facilities at Edwards are on par with the facilities at the Lawrence campus. Many Edwards programs are professionally accredited, and as such, the facilities must be in compliance with the expectations of the accreditors. Edwards is comprised of three classroom buildings and a separate building housing the student union. The student union space includes study spaces, a bookstore, and food vendors. Classroom buildings meet instructional needs including classroom, laboratory, student spaces, and staff office space. Academic resources are available virtually through KU Libraries or virtual lab. Additional on-site librarian support is provided during specific days and times. All classrooms are outfitted with appropriate audiovisual

equipment supporting course delivery. Selected classrooms contain additional equipment to facilitate live-streaming, video conferencing, and/or lecture capture. Computer labs for both instruction and student computing are maintained with current software and computers are on a planned replacement lifecycle ensuring that current technology is up to date. The Associate Director of IT at Edwards maintains an annual technology plan to support the campus space committee. Edwards Campus facilities are designed for accessibility and meet ADA requirements.

Ft. Leavenworth. Both programs review student comments on each course and instructor and are equally attuned to instructor comments on the facilities. The students in the two programs have electronic access or, if desired, in person access to the resources of the KU Libraries, the Army Training and Doctrine Command (TRADOC) Headquarters Library (<http://www1.youseemore.com/tradoc/readyref.asp>) and the Ike Skelton Combined Arms Research Library (<http://usacac.army.mil/organizations/cace/carl>), located in an adjacent wing of Eisenhower Hall.

Instructional Oversight

1. 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?

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

The promotion and marketing of the SOP program is under the direction of the school's Director for External Affairs and the admissions process is overseen by the Senior Associate Dean for Administration. The policies and procedures that govern program promotion, marketing and the admission of students to the Wichita location are the same for all students regardless of campus preference or assignment. Enrollment on the Wichita location is kept in balance with resources through the admissions process and established student capacity limits determined by administration, the admissions committee, and our accrediting body based on a variety of criteria including, but not limited to, facilities, fiscal considerations, workforce needs and more.

Edwards. All promotion and marketing projects are vetted by the academic program coordinators, the Associate Vice Chancellor and the Vice Chancellor of the KU Edwards location. Content for promotion is discussed and planned through collaboration between the academic program coordinator, program advisor and recruiters, and the KU Edwards Director of Recruitment and Director of Marketing. Edwards staff work in conjunction with the Office of Enrollment Management and Graduate Studies staff at the Lawrence campus to manage the admissions, enrollment, and matriculation of Edwards students.

Ft. Leavenworth. Because the MSB-SCM and the MA-GIS are administered via their home departments on the Lawrence campus, the programs follow the procedures of the main campus. The program directors develop and/or approve the printed material and the content of each School's web page describing the program. The vast majority of verbal communication regarding the programs is through the program directors. For the most part, KU personnel external to the

graduate programs provide limited, more general information and refer questions to the program directors.

With regard to marketing and promotion for the MSB-SCM program, the School of Business has elected to invest in only minimal advertising, the purchase of printed handouts in limited numbers. The demographics of students and their close ties within their military specialties have minimized the requirement for marketing investments. Word of mouth has been very effective with many incoming students having received recommendations from program alumni. With regard to cohort management relative to resources and technical capabilities, KU's Memorandum of Agreement with the Army limits us to 45 students in a cohort. While a bit larger than desired, that number is within current and anticipated faculty capabilities. The classroom space is designed for 48 students and, as noted earlier, provides first-class accommodations for class meetings.

With regard to marketing and promotion for the MA-GIS program, all staff at the Center for Global and International Studies are involved. Activities in these areas include the regular updating of the pages of the Center's website pertaining to the MA program, the publication of supplementary materials such as flyers and brochures, and the organization of recruiting events at Ft. Leavenworth. Formal responsibilities in these areas lies with the Associate Director of the Center. The processes, policies and procedures governing admission of students to the MA program at the Ft. Leavenworth location are the same as those for students who enroll in the MA program in Global and International Studies based on the Lawrence campus. The recruitment of applicants is under the direction and supervision of the director. Assistance with the application and enrollment process is provided by the Center's graduate advisor.

2. 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 campus, and the additional locations.

Wichita. In the SOM program, the curriculum is identical to the curriculum at the KU Medical School campuses in Kansas City and Salina. During the first two years, didactic materials are delivered on all campuses by ITV supplemented by podcast recordings. In addition, there are faculty onsite who work with students to facilitate small group sessions and clinical skills laboratory training and assessment. Onsite faculty members work closely with the module directors and other members of the educational leadership team in Kansas City to ensure the quality of instruction in the small-group and active learning components of Phase I. Similarly the clinical faculty and Wichita Clerkship Directors work closely with the Clerkship Directors in Kansas City to align the educational activities of the students during their clinical training (Phase II).

For the SOP program, students in Lawrence and Wichita complete the same Doctor of Pharmacy curriculum. The PharmD curriculum, its programmatic learning outcomes, and their assessment are overseen by the Associate Dean for Academic Affairs. The Associate Deans for Academic Affairs and the Associate Dean for the Wichita Campus effectively collaborate to ensure that necessary program logistics and resources are in place to produce equivalent curricular experiences and student outcomes. Faculty on all campuses are provided access to resources through the Center for Teaching Excellence at KU to aid them with the use of technology in the classroom along with access to the Distance Classroom Facilitation Guide on the School of Pharmacy website which includes best practices for distance classroom instruction. Didactic lectures are delivered live via synchronous videoconferencing and augmented by captured Echo recordings available to all students through Blackboard. Faculty on the Lawrence and Kansas City campuses work closely with Wichita-based faculty and staff, and particularly with the Associate Dean for the Wichita location, who coordinates trained course facilitators to ensure the

seamless and electronic delivery of course content, materials, quizzes and exams. Each department within the school employs a faculty peer review process to ensure continuous faculty development and improvement.

Edwards. The curriculum at the Edwards programs is identical to the curriculum for the corresponding academic programs offered on the Lawrence campus. All instructors follow academic unit, Edwards, and University academic policies and procedures. The Academic and Faculty Support Center at the Edwards location, which coordinates faculty development and orientations for full-time and adjunct instructors at the Edwards location, oversees orientation of all instructors.

Ft. Leavenworth. The same standards for quality of instruction apply at the Ft. Leavenworth location as at the Lawrence campus. Regular faculty teach the bulk of both KU graduate programs at Ft. Leavenworth. The use of regular faculty rather than adjuncts to deliver courses is a hallmark of the KU graduate programs, which sets it apart from competing, non-KU degree opportunities at Ft. Leavenworth. Faculty assignment has been relatively stable for both programs as the faculty involved with the program genuinely enjoy participation in the program. When turnover occurs, the Director for MA GIS coordinates with the CLAS for faculty assignment and the director of the Finance, Economics, and Decision Sciences area, with responsibility for all SCM programs, manages faculty assignments within the School of Business.

On the limited occasions when adjuncts are assigned to teach for the MA-GIS program, they are approved by the Director of the Center for Global and International Studies, just as they are on the main campus. The Associate Director of the Center reviews all course syllabi and teaching evaluations, to guarantee the quality of instruction.

With one exception, all faculty who deliver courses in the MSB-SCM program are regular School of Business faculty members teaching within normal teaching loads. The one “exception” is a huge plus for the program. At the program’s inception and each year since, the capstone course has been co-taught by a senior executive, a current Chief Executive Officer, with broad experience across many facets of supply chain management and logistics. His years of experience include all levels of business from entry level to CEO/President-level roles in multiple companies.

Courses for both programs are evaluated using University Course and Instructor Critique processes. Results are used by the program directors to suggest changes in course content, flow, timing, etc. They are also available to appropriate School of Business area directors and CLAS department chairs. The program directors meet with students toward the end of each semester for progress reviews and program inputs. Anecdotal comments at such meetings and in more informal conversation are almost invariably positive with occasional constructive suggestions. Finally, the program directors interface regularly with their CGSC counterparts to discuss program-related matters. These conversations serve as an additional communication conduit should program-related issues arise.

Institutional Staffing and Faculty Support

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

Wichita. The SOM 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. For instance, the Association of American Medical Colleges

annually distributes the “Graduation Questionnaire (GQ)” survey to all graduating medical students nationwide. These survey results are broken down by school and by campus, and distributed to each medical school. The 2017 Wichita GQ report indicates that 100% of respondents were satisfied or very satisfied with student health services; 88.9% were satisfied or very satisfied with personal counseling and 11.1% were neutral; 91.3% were satisfied or very satisfied with academic support services and 4.3% were neutral; 77.2% were satisfied or very satisfied with financial aid services and 13.6% were neutral; and 77.8% were satisfied or very satisfied with debt management counseling and 11.1% were neutral.

The SOP program is staffed with six full-time faculty members with faculty appointments in the department of Pharmacy Practice, one of which serves as Associate Dean for the campus, and one full-time senior administrative associate staff member. Hiring practices for faculty and staff are consistent across all campuses. All faculty and staff on the Wichita campus have undergone the same vetting processes to ensure credentials and qualifications as those of any faculty or staff member on the University of Kansas main campus in Lawrence or KU Medical Center Campus in Kansas City as evidenced by hiring policies, position descriptions, search committee and interview policies and procedures and more. The sufficiency of administrative and clinical faculty and staff is determined by various dynamic factors that include, but are not limited to, a regular and ongoing assessment of school, departmental, clinic and experiential needs.

Edwards. Staffing is a blend of onsite and Lawrence Campus personnel. Onsite personnel provide program coordination and liaising between Lawrence and Edwards. The admissions process and advising are handled through the Lawrence and Edwards Campus advisors and success coaches. Selection of classroom instructors is handled by individual academic programs and their respective department chairs or program coordinators housed at Lawrence and Edwards. As is the case at Lawrence, instructors include a mix of tenured and tenure-track faculty, professors of the practice, lecturers, and adjunct instructors who are working or are experienced in their respective fields. Adjunct instructors’ qualifications are vetted through the unit’s dean, associate dean, department chair, or program coordinator. This is the same way adjunct instructors are recruited at other KU campuses and locations.

Ft. Leavenworth. As noted, tenure-track faculty are chosen from regular KU faculty, with limited exception. Each is supervised by an Area Director from the School of Business/department chair from CLAS. All are highly experienced in their fields and in teaching adult learners. The processes used for selecting, training, and orienting faculty on the Lawrence campus and the Ft. Leavenworth location are the same.

2. 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.

Wichita. In the SOM program, faculty development activities are planned through the campuses in both Kansas City and locally in Wichita to support faculty development. Time to attend professional development activities is included in each faculty member’s administrative time, which is the same method used at the KU Medical Center campus in Kansas City. Faculty are evaluated using the same promotion, tenure, and evaluation procedures as the KU Medical Center campus.

In the SOP program, the school supports the development of all faculty, including Wichita-based faculty, through a variety of mechanisms including the School of Pharmacy’s New Faculty Mentoring Program which is designed to assist new faculty with a productive and positive transition into a faculty role within the school. Each faculty member is provided with a New Faculty Mentoring Packet and assigned a faculty mentor within their appointed department with

whom they meet regularly to mentor and guide them during their transition and onboarding period. The mentoring program incorporates a formal “Chair Lecture Series” in which the chairs of each department within the school provide an orientation and synopsis of their respective departments. This series incorporates a session conducted by the Associate Dean for the Wichita campus regarding our regional campus. All Wichita-based faculty have open door access to the Associate Dean for the Wichita Campus to answer questions regarding administrative, operations and policy issues. Wichita-based faculty meet periodically at scheduled times throughout the year either in Wichita, Kansas City, Lawrence or by videoconference with their department chair to review their performance and progress. Each are assessed annually during an annual review and each are reviewed by a peer review committee at years three and five for progress toward promotion. All faculty are supported with opportunities for professional development through attendance at local, state and national professional organization meetings either through their department or the office of the Dean.

Edwards. The faculty who teach at the Edwards location receive support and evaluation through their home departments on the Lawrence campus. Adjunct faculty at the Edwards location are selected, trained, and oriented following the same process that is currently implemented for other KU locations. Instructors participate in new faculty orientation offered both fall and spring semester, and employ a course syllabus that includes learning objectives, assignment and grading criteria, and KU policy information. The Academic and Faculty Support Center at the Edwards Campus provides faculty development opportunities focused on instruction, course delivery, and teaching pedagogies that support these faculty. This includes training on the institution learning management system, classroom technology, and focuses on active and engaged learning strategies for non-traditional and working professional students.

Ft. Leavenworth. Since all faculty teaching at the location are Lawrence-based faculty, they receive support and evaluation through their home departments on the Lawrence campus.

Student Support

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

Wichita. For the SOM program, annual internal and external survey data demonstrate a high degree of student satisfaction with academic and support services provided either locally in Wichita or from the main campus in Kansas City.

For the SOP program, the school utilizes numerous assessment methods to provide both quantitative and qualitative evidence of the effectiveness of student and academic services (student affairs) on the Wichita campus. These include an AACCP Graduating Student Survey, a Wichita Campus Student Satisfaction Survey, input collected from end-of-year feedback sessions with P1-P3 students and continual input from Wichita-based students concerning services offered at off-campus locations such as student health, student recreation and counseling and psychological services. The Associate Dean for the Wichita Campus maintains an open door policy for students to discuss and provide feedback on student services. The Associate Dean for Academic Affairs and the school’s Assessment Coordinator travel to the Wichita campus to conduct an end-of-year feedback session with students on the regional campus. The Dean of the School is present on the regional campus monthly during the academic year to meet with students. Behavioral health providers have been contracted for student health psychological care and the Wichita campus supports a student health clinic.

Edwards. Students at the Edwards location have access to academic and student services either in person or virtually. Edwards staff carry out the core student service and support functions needed at the location and have administrative support from the Edwards campus. Faculty members serve as advisors to students in the classroom. Academic services offered include the Academic Achievement and Access Center, KU Writing Center, library resources, and statistics tutoring. Student services offered at Edwards include financial aid, international student services, a psychological clinic, student health services, money management services, registrar, veteran services and offices of diversity and equity and institutional opportunity and access. Onsite vaccinations are provided each semester during a specified on-site clinical day and time.

Ft. Leavenworth. Although the students attending the two KU graduate programs are seasoned officers in the U.S. military with significant leadership and combat experience, most have not been in a civilian institutional environment for eight to ten years. Moreover, they are experiencing the accompanying stress of completing the relocation process for themselves or family to the Ft. Leavenworth area while simultaneously beginning the academic syllabus at CGSC. Consequently, students have a good bit of turbulence in their lives. With a keen understanding of this experience, the two KU programs provide the following targeted student support to ease the burden.

The MA-GIS program has no more than 25 students enrolled at any given time, which allows for the development of close relationships between the students, faculty, and staff. There is a specific academic advisor assigned to the students to the program who communicates regularly with them regarding issues pertaining to admissions, registration, enrollment, the meeting of academic requirements, and graduation. The Associate Director of the program also interacts with students on a regular basis to provide advice and support. Finally, individual faculty members are assigned to each student to serve as his or her graduate advisor. Teaching evaluations completed by the graduates of the program over the years, as well as internal surveys, demonstrate a high degree of student satisfaction with academic and support services provided at the Ft. Leavenworth location. Prior to semester start, the program director conducts an in-person orientation for incoming students.

For the MSB-SCM program, the program director is the primary lead in the School of Business to provide extensive opportunities for interaction with students, in both proactive and reactive actions. Proactively, the program director fields inquiries from both prospective and newly enrolled students, assisting with the admission process and early acclimation to University processes and requirements. One important proactive tool that has proved very effective is a special Blackboard site, geared not to a course but to the program. Students, once admitted to KU, are added by the program director and have access then to a broad range of information – recorded and written – providing a program welcome, information on KU processes, VA/GI Bill processes, Army Tuition Assistance, courses, texts, etc. Most content reflects questions and/or problems generated by experience with past cohorts. The sites are also a great tool for pushing information to the student group. Prior to semester start, the program director conducts an in-person orientation for incoming students.

2. 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?

Wichita. The professional accrediting body (LCME) for the MD program mandates that comparable resources are provided to all students regardless of their location. Prior to expanding the Wichita program to a four-year program, the School of Medicine Student Affairs team considered the student services needs of the incoming first and second year medical students in the context of the existing infrastructure. The educational support services plan was modified to

accommodate the needs of students in the basic sciences curriculum. The Office of Education and Counseling Support Services, based on the Kansas City campus, provides the additional supports needed through in-person sessions on the Wichita campus and through secure tele-video sessions. Financial aid and registrar functions were not significantly impacted by the expansion, and are generally completed electronically with experts from Kansas City traveling to Wichita as needed. A number of career advising services are offered including clerkship opportunities, Jager Society Faculty Advising, individual career counseling, and services offered by the KU Medical Center Career Services office.

In the SOP program, all students are provided an electronic copy of the Pharmacy Student Handbook. The handbook summarizes the overarching and campus specific policies, procedures, and resources related to program matriculation, academic support, financial aid, student support, career pathways and opportunities, and facilities. The school also collects quantitative survey data annually reflecting graduate job and residency placement which is differentiated by campus. For incoming first-year (P1) students, the school conducts annual orientation sessions on both the Wichita and Lawrence campuses (also attended by Wichita-based students) which provide students with detailed information regarding access to student services including, but not limited to, admissions, administration and student records, best practices for contacting faculty between campuses using various technology platforms, distance education best practices and more. Wichita-based students are provided access to a “Wichita Resources” link within Blackboard that provides them with specific details on accessing all Wichita campus student services.

Edwards. Students are served by a Welcome Center and a full service student support team who serves as the gateway into services offered to these students from the Edwards location and from the Lawrence campus. Student services support staff can address core student service questions in-person regarding registration and student records, financial aid, and admissions. Academic advisors or academic success coaches are available to students to discuss academic related questions. Career services are available to students virtually through the University Career Center based in Lawrence. Each semester, an exit survey is conducted to graduating students. Services provided by the advisor and support staff are continually ranked as being above average to excellent.

Ft. Leavenworth. For admissions, students use the CollegeNet application for both programs. The Graduate Admissions Processing Center granted the program directors access to the application, which streamlines the admissions process for students applying to the respective programs. This critical step is an example of KU’s flexibility in responding to the unique nature of the CGSC student, who may have been in a combat environment as recently as 30 days before arriving to Ft. Leavenworth. For registration/enrollment, KU’s Enroll & Pay system is available to students in both programs. Detailed information on its use, including a streamed video file and PowerPoint with screen captures, is available in the program Blackboard sites. Phone advising and aiding is available as needed. For the most part, student records/accounts are not available to the program directors due to privacy regulations. However, the program directors act as a clearing house, directing students to individuals, rather than offices as needed. Financial aid is not a major concern to students in either program, since almost all take advantage of either DoD Title X Tuition Assistance or VA GI Bill Benefits. In cases where a student is paying out of pocket, program directors have referred them to the Office of University Financial Aid and Scholarships, typically with a preparatory call to the staffer there. For job placement, virtually all students who have enrolled in KU’s two programs at Ft. Leavenworth are mid-career officers in the military or U.S. government. As such, their next position is guaranteed to be in their military service or government agency. The demographics, time in service, and time in grade of students are such that the programs’ earliest graduates are only now becoming retirement-eligible.

Consequently, University Career Center services are not a student service that they resource.

3. What evidence demonstrates that student concerns are addressed?

Wichita. For the SOM program, the Wichita Campus Dean and the Office of Academic and Student Affairs staff are responsible for identifying student concerns. The school monitors student feedback, including survey data, reports provided to administration, and concerns raised through student governance channels and regular Dean's forum meetings. The Executive Dean's educational leadership team, which includes faculty members and administrators from all three campuses, develops an action plan to address any areas of concern, and identifies metrics to review in follow up.

For the SOP program, data and comments are collected from periodic Wichita Campus student satisfactions surveys, the AACP Graduating Student Survey, and end-of-year feedback sessions. Continual feedback is collected from student leadership during meetings of Student Council (STUCO) and Wichita class representatives solicited by the Associate Dean for the Wichita Campus. The data and comments demonstrate and reinforce that student concerns are being addressed as they are identified.

Edwards. There are multiple ways that students interact with the Edwards location staff and with their faculty members, whether they are Lawrence- or Edwards-based. Students meet once a semester with their advisor or academic success coach to review their progress and to address any concerns. Program directors meet with faculty who teach courses at Edwards annually and review the results of their teaching evaluations. As needed, they meet promptly to follow-up with students on actions taken to improve instruction. Student complaints against instruction and student grievances follows the specific policies and governance of each academic unit. The Edwards Campus Academic and Faculty Support Center works as a liaison with academic units to support instruction and student concerns. An exit survey asks for feedback on a variety of services and is reviewed by department chairs and school/college deans for action items. Survey results are included as data pieces for programs that are professionally accredited as part of their accreditation processes.

Ft. Leavenworth. As mentioned, the two graduate programs maintain a relatively stable faculty base, which is attuned to students and their progress. Occasionally, an issue requiring attention will emerge through this channel. However, the program directors – each of whom also teach in their respective programs – maintain frequent interaction and are the likely first KU resource for concerned students. The programs have made a number of changes as a result of student input, including changes to flow and timing of courses to better synchronize with the Army's CGSC curriculum and optimize course placement.

The School of Business surveyed graduates in 2016 on a variety of topics. The results were overwhelmingly positive, with a great number of positive referrals to the program offered to their friends and colleagues. In cases where students have experienced issues with University requirements due to unique personal, military, or other circumstances, the program director has been able to intervene to develop positive solutions that comported with University requirements while accommodating the students involved.

The Center for Global and International Studies also has multiple ways that students interact with the Center's staff. Students meet once a semester with both their advisor and program director to review their progress in the program and to address any concerns. The program director also meets with the faculty who teach courses at the Ft. Leavenworth location and reviews the results of the teaching evaluations. In some instances, these meetings prompt actions to improve

instruction. Finally, students complete an exit survey prior to graduation which requests feedback on a variety of services and is reviewed by the Center's Director and Associate Director for action items.

Evaluation and Assessment

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

In all KU academic courses at all campuses and locations, student feedback regarding course instruction is collected through course and teaching evaluations. Academic programs and courses have developed program-level and course-level student outcomes and have designed assessments that measure student achievement of those outcomes. Competencies are established in each program and are measured through embedded assignments and/or capstone projects depending on the academic program. Each academic program has a process established to share data and to examine how the data inform student learning outcomes. Issues are identified and addressed in each unit, and corrective action is taken when appropriate. In assessing student services, the students are surveyed on the location including quality and access to student services. Additionally, KU administers a Graduate Student Satisfaction survey every three years to all graduate students at Lawrence, Edwards, and Ft. Leavenworth locations.

Wichita. The SOM uses identical curriculum, learning objectives, and assessment measures to its programs at the KU Medical Center campus. Students take the same tests and student grades are calculated in the same way. Student performance across campuses is compared and analyzed by the educational leadership team, and standing educational subcommittees comprised of course directors. This information also has to be provided to LCME.

The SOP utilizes a comprehensive assessment plan across all campuses to measure, document and analyze student academic performance to maintain quality at all campus locations. The School's assessment plan is structured and was developed to evaluate program and student performance as a whole and by campus. The assessment plan includes measures that evaluate 1) programmatic assessment, 2) assessment of student learning in the areas of foundational knowledge, practice essentials, approach to patient care, and professional development, 3) curricular effectiveness and 4) student recruitment, progression and placement.

Edwards. Edwards programs maintain assessment plans that are housed and administered via the faculty members' home academic departments/schools at the Lawrence campus. Annually, faculty review assessment data, discuss the findings, and implement changes as appropriate. Edwards students take part in university-wide assessments, such as the Student Experience in the Research University (SERU) survey, which KU administered to all undergraduate students in Spring 2016. The SERU is a survey instrument designed for institutional self-improvement regarding the student experience at the university. In Spring 2017, Edwards administered the Adult Learner Inventory survey designed to examine institutional effectiveness in meeting the needs of adult learners.

Ft. Leavenworth. Ft. Leavenworth programs maintain assessment plans that are housed and administered via the faculty members' home academic department/school at the Lawrence campus. Students for both programs at Ft. Leavenworth are held to the same academic standards as graduate students in the Lawrence-based graduate programs. A 3.0 grade point average is required for regular admission to the programs and must be maintained to remain in good standing. Those with an undergraduate GPA of 2.99 or lower are admitted provisionally and are monitored for satisfactory progress. If a student falls below that standard in any

semester, the student is placed on academic probation. Students facing academic problems receive academic counseling by the program directors. Additionally, both programs assign excellent teaching faculty to the program, many winners of University teaching recognition. Neither program has had a student attrite based upon academic deficiency since the inception of their respective programs. This success is attributable to excellent faculty and the high level of maturity and dedication reflected in students who self-select into a very demanding curriculum.

2. 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?

Please see response to Evaluation and Assessment, question 1 above.

Continuous Improvement

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

Wichita. The SOM educational oversight committees employ a systematic course review process to ensure 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. Information gathered from these reviews are then used to directly enhance and improve the courses in the future.

Continuous improvement in the SOP is encouraged and ensured through a variety of mechanisms including the promotion and support of faculty professional development from the department chair and office of the Dean, continuous individual and programmatic feedback in the form of instructor and course evaluations, peer reviews, graduating student surveys, Wichita campus student satisfaction surveys and student feedback sessions. Information obtained from these evaluations and surveys is shared with administration, department chairs, faculty and various committees (i.e., curriculum, assessment) to drive any needed change which is identified. Continued professional development of students is accomplished through a co-curricular program that involves independent professional activities, reflection, and goal setting.

Edwards. Ongoing feedback from students is used to inform changes needed to improve their educational experiences. Additionally, programs at the Edwards location are included in the academic program review process, which includes data comparing performance across sites and assessment of adequate resources. These reviews are completed by a committee of faculty members and external reviewers (outside of the program faculty), and students. Results are shared with department chairs and curriculum committees.

Ft. Leavenworth. As mentioned, regular feedback from students via end of course and graduate student satisfaction surveys are used to inform faculty of needed changes. Additionally, each program director for the two graduate programs at Ft. Leavenworth regularly solicits suggestions for improvement. Given the nature of CGSC students, their input is both insightful and valuable. Moreover, they are not reticent in offering constructive criticism. Both program directors have responded to constructive criticism and have made changes to courses, timing, and sequencing, in response to that criticism. Highly experienced teaching faculty from both programs have also suggested areas for refinement, which have been incorporated.

Marketing and Recruiting Information

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

Please see response to Instruction Oversight, question 1 above.

University of Kansas
HLC Multi-Location Visit Institutional Report

Appendix A: Academic Programs Offered at Additional Locations

Cheyenne Building, 1100 North 4th St., Leavenworth, KS, 66048

1. Master, Applied Science in Research and Development Management
2. Master, Project Management

Fairfield Inn & Suites, 1101 North 4th St., Leavenworth, KS 66048

1. Master, Applied Science in Research and Development Management
2. Master, Project Management

Fort Hays State University, 600 Park St., Hays, KS 67601

1. Master, Social Work

Ft. Leavenworth, 881 McClellan Ave., Leavenworth, KS 66027

1. Master, Business – Supply Chain Management & Logistics
2. Master, International/Global Studies

Garden City Community College, 801 Campus Dr., Garden City, KS 67846

1. Master, Social Work

Salina Regional Health Center, 400 S. Santa Fe, Salina, KS 67401

1. Doctor, Medicine

University of Kansas, Edwards Campus, 12600 Quivira Rd., Overland Park, KS 66213

1. Master, Special Education and Teaching
2. Master, Curriculum and Instruction
3. Master, Educational Administration and Supervision
4. Master, Social Work
5. Bachelor, Social Work
6. Master, Public Administration
7. Doctor, Curriculum and Instruction
8. Doctor, Educational Leadership and Administration - Educational Leadership and Policy
9. Master, Speech Communication and Rhetoric
10. Bachelor, Business Administration and Management
11. Master, Educational/Instructional Technology
12. Master, Civil Engineering
13. Master, Information Technology
14. Master, Design and Visual Communications
15. Bachelor, English Language and Literature

16. Master, Journalism
17. Master, Applied Statistics and Analytics
18. Master, Architecture
19. Bachelor, Biotechnology
20. Bachelor, Molecular Biology
21. Master, Accounting
22. Bachelor, Information Technology
23. Bachelor, Business
24. Bachelor, Kinesiology and Exercise Science
25. Bachelor, Developmental and Child Psychology
26. Bachelor, Psychology
27. Bachelor, Public Administration
28. Post-Baccalaureate Certificate, International/Global Studies
29. Post-Baccalaureate Certificate, Speech Communication and Rhetoric, Professional Workplace Communication
30. Post-Baccalaureate Certificate, Business Analytics
31. Post-Baccalaureate Certificate, Finance
32. Post-Baccalaureate Certificate, Foundations of Business
33. Post-Baccalaureate Certificate, Human Resources Management
34. Post-Baccalaureate Certificate, Investments
35. Post-Baccalaureate Certificate, International Business Management
36. Post-Baccalaureate Certificate, Marketing
37. Post-Baccalaureate Certificate, Supply Chain Management
38. Post-Baccalaureate Certificate, Strategic Management
39. Post-Baccalaureate Certificate, Valuation
40. Master, Research and Development Management
41. Master, Project Management
42. Master, Engineering/Industrial Management
43. Master, Curriculum and Instruction

University of Kansas Medical Center, 1010 N. Kansas, Wichita, KS 67214

1. Doctor, Medicine
2. Doctor, Pharmacy
3. Master, Public Health