

Multi-Location Visit Peer Review Report

Institution: The University of Kansas

Additional Locations Visited:

Location Name	Location Address (<i>street, city, state and ZIP code</i>)	Date Reviewed
The University of Kansas Medical Center	1010 N Kansas, Wichita, KS	10/18/2017
Edwards Campus	12600 Quivira Road, Overland Park, KS	10/18/2017
Fort Leavenworth	881 McClellan Ave, Leavenworth, KS	10/19/2017

Peer Reviewer

Name: Kimberly Long

Institution: Newman University

Title: Provost and Vice President for Academic Affairs

Instructions

In order to document effective administrative systems for managing multiple additional locations, please complete the following. For each item, check **adequate** or **attention needed**, and indicate in Comments the institution's strengths and/or opportunities for improvement in controlling and delivering degree programs off-campus. If comments pertain to a specific location, they should be included along with the identity of that location.

Submit the completed report in PDF format at http://www.hlcommission.org/document_upload. When submitting, be sure to select the following: Role – Peer Reviewer, HLC Process – Required Reports, File Type – Multi-Location Report. The report is due within 30 days after the last additional location is visited.

Overview Statement

Provide information about current additional locations and the institution's general approach to off-campus instruction. Describe the growth pattern at the institution since the last review of off-campus instruction. Provide information about the involvement of external organizations or other higher education institutions.

Judgment of reviewer. Check appropriate box: Adequate Attention Needed

Comments:

KU Med Wichita:

The University of Kansas Medical Center, Wichita, is a well-staffed, well-managed location. The institution is adequately staffed to meet student needs and enrollment is projected to remain stable for the near future. Faculty members in both the medical school and school of pharmacy are well-integrated members of their respective schools and hold fully faculty privileges and some hold school-wide leadership positions on key faculty committees. There was evidence that assessment, evaluation, and planning are taking place and primary artifacts for the past three years were reviewed.

Students report that their educational experiences are equal to or better than those enjoyed by their peers on the main campus. Students report ready access to student services and equal to or better than equal treatment by staff relative to students on the main campus, which students attribute to the lower ratio of students to staff at the Wichita location. Students report feeling safe on campus at all hours.

There was no evidence of deferred maintenance during the location tour. Teaching and learning spaces were adequate to meet the needs of the programs. Technology was widely implemented and technology staff were on site, engaged in active monitoring of classrooms to address technology needs. Students reported that their spaces may be better than those available to students on the main campus, particularly in regard to dedicated small-group learning spaces.

Edwards:

Edwards Campus is also a well-staffed and well-managed location. The site has unique challenges for administration given that there is a matrix reporting structure at the location. Faculty are members of their “home” departments on the main campus, and administrators on campus utilize strong interpersonal and organizational skills to manage the operations of the campus. The “one-faculty” theme that was present at the Wichita site was also true at Edwards.

Students report that their educational experiences are equal to or better than those enjoyed by their peers on the main campus. Students stressed how much they appreciated the non-traditional emphasis on co-curricular programming and andragogy that is present throughout all programs at the Edwards campus. Students reported they had easy access to student services and equal to or better than equal treatment by staff relative to students on the main campus. Students stated that their concerns were always well received, that action was taken to meet their concerns promptly, and that when grievances may take place they are resolved promptly and students are treated fairly. Students report feeling safe on campus. Students have an advisory council who interfaces with local administrators and gave testimony that they worked together to meet student need.

There was no evidence of deferred maintenance during the location tour. A new laboratory for teaching biotechnology was nearly complete, and the laboratory was well-equipped with 24 lab stations. Students had access to open computer labs in two locations on campus, and also had access to computer-equipped classrooms for programmatic use. The site supports Bring-Your-Own-Device technology, and houses a technology help desk where students may be assisted with their own devices. Teaching and learning spaces were adequate to meet the needs of the programs and were well equipped technologically.

Ft. Leavenworth:

The Ft. Leavenworth location is on an active US Army base. The location is highly secure. Students attending classes at the location are US Army officers who are simultaneously engaged in highly specialized military training. Courses are offered on the campus of the US Command and General Staff College. The Ft. Leavenworth location was a much less heavily staffed location and fewer programs were offered. However, staffing was appropriate to the needs of the location. The location leadership is well-qualified and well-suited to meet the needs of the unique student population served there. The programs offered at this site are offered in cooperation with the US Command and General Staff College. There was evidence from both parties that they regularly communicate regarding the needs of students and stakeholders to ensure that the program provides optimal benefit to students and the general public, through the graduates' public service.

Institutional Planning

What evidence demonstrates that the institution effectively plans for growth and maintenance of additional locations? Identify whether the institution has adequate controls in place to ensure that information presented to students is adequate. Describe whether the financial planning and budgeting process has proven effective at additional locations.

Judgment of reviewer. Check appropriate box: Adequate Attention needed

Comments:

KU Med Wichita:

Assessment and evaluation are conducted appropriately and regularly at the location in both programs. The location provided primary artifacts in regard to assessment and evaluation. The assessment and evaluation reports, organized under each the school of medicine and the school of pharmacy, broke out assessment and evaluation data by location. Interviews with faculty and administrators revealed adequate budgeting and planning to meet the needs of the location. Long term planning for potential growth is a factor in planning and budgeting and both the faculty and local administrators for the pharmacy and medical school discussed ways in which they collaborate to maximize available resources to serve students.

Edwards:

There is a strategic plan for the location which was examined onsite. The 2016-2018 strategic plan sets forth four reasonable, attainable goals: Educate, Innovate, Public Service, and Scholarship. Each goal has several strategies associated with the goal and clarifies the parties responsible for achieving the goal.

Assessment and evaluation are conducted appropriately and regularly at the location. Assessment reports for the three previous years were reviewed for each primary program at the location. A system of regular program reviews was implemented, and every program on location now submits an annual program review. Information from the program reviews are incorporated into annual budgeting. Local faculty involvement in budgeting appeared to be minimal, but faculty noted the importance of the program reviews in the budgeting process and emphasized that programs are administered as “one program, regardless of location” through their home departments. There was no evidence of significant under-resourcing in any given program at the location.

When students were asked whether their programs lived up to their expectations based on marketing and pre-enrollment materials and claims, students responded that their expectations had been exceeded. Several shared personal stories of how their expectations were exceeded.

Ft. Leavenworth:

The Ft. Leavenworth location is on the campus of the US Command and General Staff College. The location is staffed by experienced faculty members and staff with significant experience with the military. Processes to ensure strong collaboration and communication were evident throughout the visit.

A selection of students from both programs delivered on the Ft. Leavenworth site were interviewed. Students stressed how they saw evidence that their feedback was promptly and effectively integrated into their respective programs. Students stated that each of them had found the program through word of mouth from other students as well as their superiors in their chain of command. Students reported their expectations for the program were met, with no surprises. Interviews with students and university officials underscored the reliance on faculty members who work at the location to address student needs. Students attested that their needs were met promptly - often in minutes to hours by faculty, on a wide range of issues including both academic and student support issues.

Faculty expressed satisfaction with teaching and learning resources. For some faculty, they teach in the program in an overload situation, while others teach at the location in-load. With a typical two-course load, no faculty member expressed any dissatisfaction with the overload, and in fact, those in the overload condition stated that their work with the high-quality student-military officers enhanced their knowledge of their respective disciplines.

Facilities

What evidence demonstrates that the facilities at the additional locations meet the needs of the students and the curriculum? Consider, in particular, classrooms and laboratories (size, maintenance, temperature, etc.); faculty and administrative offices (site, visibility, privacy for meetings, etc.); parking or access to public transit; bookstore or text purchasing services; security; handicapped access; and other (food or snack services, study and meeting areas, etc.)

Judgment of reviewer. Check appropriate box: Adequate Attention needed

Comments:

KU Med Wichita:

The facilities at the location are spacious, well-maintained, clean, and in very good condition. Classrooms are very well equipped technologically with audio, video, and recording capabilities. IT services have working spaces adjacent to technologically equipped classrooms with a technician on-site, actively monitoring the technological needs of the classes in real time. Faculty and staff stated that IT services were not only adequate but excellent.

Classrooms are adequately sized. The medical school recently dramatically revised the curriculum to focus more on small group learning, and each member of the medical class is now assigned to a small group for the duration of their studies. Each small group has 24/7 access to a

study/group room which they are allowed to personalize and utilize in any way needed by the group.

Faculty office spaces are well lit, well-maintained, and adequate in size for student advising. Signage is adequate for visitors to find offices and classrooms.

Students were very pleased with parking and the safety of the campus. Students, faculty, and staff knew the security officers by name. Female students said they had no concerns about night-time travel to and from their cars in the parking lots as the lots are gated, controlled, and patrolled.

There are clean, well-stocked areas for students to use corporate-style vending for meals and snacks.

Edwards:

As with Wichita, the Overland Park facilities are spacious, well-maintained, clean, and in very good condition. Classrooms are very well equipped technologically with audio, video, and recording capabilities. Classrooms in the newest building have livestream capabilities. IT services have working spaces onsite. There is also an onsite studio for faculty recording, as well as services for instructional design and faculty development. IT services onsite were deemed to be adequate.

Classrooms are adequately sized. Large tiered and smaller conventional classrooms are available. Faculty office spaces are well lit, well-maintained, and adequate in size for student advising. There is space available on site (in the former Confucius Center space) for additional growth and expansion of faculty offices. Signage is adequate for visitors to find offices and classrooms.

The strategic plan has several clear goals regarding physical plant, including the creation of a facilities effectiveness plan, a campus emergency plan, and effective space utilization practices.

Students were very pleased with parking on campus. There is a clean, well-stocked areas for students to use corporate-style vending for meals and snacks. There is a student services reception area with a technologically enhanced check-in system tied to a CRM for student services. There is a student services suite with private cubicles to allow staff to meet with students privately. There is a private counseling space for students who seek mental health services on site.

Administrators have an active plan to maintain the physical plant and equipment. Recent investments include a major boiler expense and plans are ongoing to replace two roofs on the campus.

Ft. Leavenworth:

The Ft. Leavenworth location is on an active US Army base; students are active-duty officers of US and international armed forces. The location is highly secure. Living, parking, and security facilities were appropriate to the facility.

Classes were observed, with faculty and students using the well-equipped learning spaces. According to the guided tour, each classroom is equipped with approximately \$100,000 worth of technology for teaching and learning. Classrooms were typically equipped for 16 students, but

additional space was observed with class in session where a larger group was accommodated with well-designed collaborative teaching and learning technology in use.

Faculty have access to appropriate work spaces. Interviews with faculty did not reveal any dissatisfaction with working spaces onsite.

Instructional Oversight

What evidence demonstrates that the institution effectively oversees instruction at the additional locations? Consider, in particular, consistency of curricular expectations and policies, availability of courses needed for program and graduation requirements, faculty qualifications, performance of instructional duties, availability of faculty to students, orientation of faculty/professional development, attention to student concerns.

Judgment of reviewer. Check appropriate box: Adequate Attention needed

Comments:

Instructional oversight was verified on site with interviews with students, faculty, and administrators. Discussions with all three groups also validated that regardless of location, the same handbooks, policies, and procedures apply. Faculty qualifications, verified prior to the visit, are appropriate. According to the faculty interviewed onsite, faculty hiring practices follow the same procedures regardless of hiring location. Faculty are appropriately assessed. Faculty development is conducted onsite, and opportunities exist at different locations and also through combined delivery for ongoing faculty development.

The medical school is implementing a new curriculum stressing collaborative, small group learning. While students expressed some anxiety over the change in the annual assessment reports, onsite students expressed strong support for the new curriculum. Discussion with administrators onsite revealed that what is being implemented on the Wichita campus is helping to inform the implementation of the same curriculum on the main campus.

Edwards:

Interviews with faculty and administrators onsite validated that academic programs have oversight based in their home departments, often located on the main campus. Faculty located at the Edwards campus stated they feel fully integrated into their departments and are sometimes looked to by the home department for sources of innovation in program development, enrollment, and teaching practice. Faculty stressed in their interview that programs delivered through the Edwards campus follow the same policies and procedures that apply to students in the same department on the main campus.

Faculty stated that they regularly were assessed and received performance evaluations. Interviews with faculty and local administrators validated that a significant investment has been made in faculty development onsite. An onsite media studio with onsite instructional design experts is available.

Student interviews onsite revealed that the Edwards campus has a student advisory council that regularly engages with administrators onsite to address student concerns. Students stated that the instructional design of the curricula offered on the Edwards campus is uniquely well-suited to their needs, as most are non-traditional learners. Students appreciated the ease with which live-streamed course content makes it possible to accommodate student learning when other responsibilities such as family and work interfere with students' ability to be on campus directly.

Ft. Leavenworth:

As with the other locations, faculty stressed that their program was deeply integrated with the main campus. The theme of one-faculty, one-university regardless of location, was apparent at the Ft. Leavenworth campus.

Faculty interviewed discussed workload in light of responsibilities on the main campus and at the Ft. Leavenworth location. As noted earlier, some faculty teach in the program in an overload situation, while others teach at the location in-load. Faculty members all stated that they had adequate time for teaching and scholarship, despite some having overloads. The larger program, in terms of enrollment, had its faculty members teaching courses in-load. Faculty appeared to be enriched by the opportunity to work with active duty military officers during their program. Students expressed deep satisfaction with the timely and helpful responses they received from their faculty throughout the program.

Institutional Staffing and Faculty Support

What evidence demonstrates that the institution has appropriately qualified and sufficient staff and faculty in place for the location, and that the institution supports and evaluates personnel at off-campus locations? Consider the processes in place for selecting, training, and orienting faculty at the location.

Judgment of reviewer. Check appropriate box: Adequate Attention needed

Comments:

The reviewer evaluated faculty qualifications prior to the visit, utilizing the KU online database for ranked faculty and an off-line database including a reviewer-selected representative sample of unranked faculty.

KU Med Wichita:

The number of faculty relative to the number of students was adequate. Faculty were appropriately credentialed.

Interviews with faculty revealed that they were regular participants in tenure and promotion review. There is a post-tenure committee for faculty as well. Faculty hiring practices follow the same processes as those on the main campus, and the faculty, regardless of location, are considered as members of a single faculty body.

Edwards:

The number of faculty relative to the number of students was adequate. Faculty were appropriately credentialed.

The Edwards campus has made significant investments in adding full-time faculty on campus. According to faculty and local administrators interviewed onsite, the number of full-time faculty has risen from approximately five full-time faculty to approximately 40 full-time faculty over the past five years. One faculty member recounted details of the commitment made by the institution as part of the Edwards campus start up; they were promised five faculty in five years, and the promise was kept. As full-time faculty have been hired, the number of part-time faculty has dropped accordingly. When asked, faculty responded that their administrative needs were met.

It was noted that many of the full-time faculty interviewed at the Edwards campus are in non-tenure track positions, given their emphasis on teaching and learning and engagement with local industry, consistent with the mission of the campus. Faculty noted that they felt equal to main-campus faculty and that policies and procedures to recognize their unique role as professional practice faculty was being considered to better reflect their role in the wider institution in regard to administrative policy, procedure, and recognition opportunities.

Ft. Leavenworth:

The number of faculty relative to the number of students was adequate. Faculty were appropriately credentialed. Class sizes at the Ft. Leavenworth location are small. Faculty/student ratios were small, with most classrooms accommodating no more than 16 students and one classroom accommodating double that amount.

Student Support

What evidence demonstrates that the institution delivers, supports, and manages necessary student services at the additional locations? Consider, in particular, the level of student access (in person, by computer, by phone, etc.) to academic advising/placement, remedial/tutorial services, and library materials/services. Also, consider the level of access to admissions, registration/student records, financial aid, and job placement services, as well as attention to student concerns.

Judgment of reviewer. Check appropriate box: Adequate Attention needed

Comments:

KU Med Wichita:

There is a staffed suite of student services on campus to meet student needs. There is a staffed library onsite with an open computer lab. The library also supports Bring-Your-Own-Device technology. Students expressed satisfaction with their access to scholarly resources.

Students report that their educational experiences are equal to or better than that enjoyed by their peers on the main campus. Students report ready access to student services and equal to or better than equal treatment by staff relative to students on the main campus, which students attribute to the lower ratio of students to staff at the Wichita location. Students report feeling safe on campus at all hours.

Students stated that student support professionals were very open to walk-ins. One student told of a time that she went with a question for financial aid and that before she left the office, she had a solution, the solution was also communicated to her in writing via email, and she had a list of resources attached to the email as well.

Edwards:

There is a well-staffed and well-supervised professional student services team located on the Edward campus. Students can self-check into the system, which is related to a CRM system providing staff members with details about the student and her/his needs and recent events. Staff members provide student life experiences appropriate to the needs of the non-traditional learners at the location. They also provide a central point of contact for a variety of student needs, ranging from student accounts, financial aid, and mental health. A well-considered framework defining the co-curricular learning objectives for students on the Edwards campus is published and was

examined by the reviewer onsite. The framework is integrated into curricular and co-curricular activities and is assessed regularly.

Students expressed strong satisfaction with services received through the student service staff. When asked if any student had ever had a grievance, only student responded affirmatively. The student strongly stated that the student had been treated fairly by the institution, that the matter was resolved satisfactorily, and that the student's academic studies had been "saved" by the member of the student service team.

A major theme that emerged from onsite interviews with faculty and administrators was one of "liaison." Student support staff at the campus work hard to connect students with resources on the main campus. Local administrators, because they do not have direct supervisory responsibilities over faculty, liaison with academic departments. The willingness to collaborate was a key success factor for the campus, and everyone interviewed onsite appeared to not only understand, but embrace their matrix reporting lines.

Ft. Leavenworth:

Students stated that their student service needs were being met. Several mentioned that they went directly to faculty with issues, who responded very promptly regardless of the time of day or day of the week. Students and one graduate in attendance said they understood that they had access to the full services of the nearby main campus, but stated that their needs were met promptly onsite.

Evaluation and Assessment

What evidence demonstrates that the institution measures, documents, and analyzes student academic performance sufficiently to maintain academic quality at the additional locations? How are measures and techniques employed at a location equivalent to those for assessment and evaluation on the main campus? Consider, in particular, the setting of measurable learning objectives, the actual measurement of performance, and the analysis and use of assessment data to maintain/improve quality.

Judgment of reviewer. Check appropriate box: Adequate Attention needed

Comments:

KU Med Wichita:

Both the school of medicine and the school of pharmacy have robust assessment plans which were reviewed by the evaluator prior to the site visit. Both schools provided annual assessment reports. Both schools assess in aggregate and also break out assessment of teaching and learning by site. Assessment plans demonstrated that teaching and learning evidence is being used to drive continuous improvement at the location. Faculty and administrators validated statements regarding changes driven by assessment during the visit. Students confirmed that the curricula were enhanced and that they were satisfied with changes being made.

The school of pharmacy noted in a recent assessment report that an area of improvement was to increase the number of measures of individual student assessment that were used. Interviews with faculty revealed that the necessary changes were made and that the results would inform next steps of their improvement process.

Edwards:

Faculty interviewed on the Edwards campus attested that the programs delivered onsite were fully integrated with the program on the main campus. For example, the one faculty member noted that the program is just offered at different times on the Edwards campus relative to other locations due to the fact that the program serves a large number of non-traditional students. However, all aspects of the program are equivalent to that delivered on the main campus. Administration of the program at all locations and all localities follow a single plan for assessment and evaluation. The learning outcomes and rubrics were the same regardless of location. Faculty noted that their location is recognized for innovation amongst their colleagues on the main campus and that when considering assessment and evaluation data, there is no pressure to conform to a particular location's current practice. One faculty member said that program faculty recognize that what works best is okay; if Edwards' method is best, that's okay for everyone, underscoring the one-program, one-faculty approach.

Ft. Leavenworth:

As in each of the other locations, faculty at the Ft. Leavenworth location noted that the programs are administered from the main campus, including evaluation and assessment. During a teleconference meeting with onsite and main-campus staff, it was noted that members present admitted that connecting assessment to budgeting was not a well-integrated aspect of their assessment practices. However, during meetings with students onsite, several students provided several testimonials regarding content or curricular issues that arose during the course of their program where faculty quickly adjusted to meet the needs of participants and optimize outcomes. If the link to assessment and budgeting is not well-articulated as part of the assessment plan, it was apparent by listening to students and an alumnus that in the daily operation of the programs that assessment was linked to actions taken at the program on location.

Continuous Improvement

What evidence demonstrates that the institution encourages and ensures continuous quality improvement at its additional locations? Consider in particular the institution's planning and evaluation processes that ensure regular review and improvement of additional locations and ensure alignment of additional locations with the mission and goals of the institution as a whole.

Judgment of reviewer. Check appropriate box: Adequate Attention needed

Comments:

KU Med Wichita:

Throughout the visit to the Wichita campus, participants provided numerous examples of continuous improvement. The School of Medicine had recently implemented a new collaborative learning curriculum, and students, faculty, and campus leaders were all engaged in the implementation. All three stakeholder groups mentioned the effect of the curricular change on the school and discussed ways in which daily practices and resources were leveraged to effect the change. Students in the School of Pharmacy program emphasized their deep satisfaction with their experiences. Both schools' faculty and campus leadership validated claims regarding the implementation of evaluations of operational effectiveness and provided evidence that the evaluations were used in planning for continuous improvement.

Edwards:

The Edwards campus has a strategic plan with four goals and approximately 50 articulated strategies. These goals and strategies address a range of opportunities, from community building, to workforce development, to student retention and recruitment, to innovation, to faculty and staff community engagement, to scholarship, and more.

The location recently implemented annual program reviews, a relatively new development, which contributes key information regarding programming, student achievement, and teaching and learning needs. In addition, the location's programs engage in annual academic assessment to measure teaching and learning outcomes. Assessment plans for several Edwards-based programs were reviewed prior to the visit.

Ft. Leavenworth:

The programs at the Ft. Leavenworth site are unique in that leadership of the US Command and General Staff College serve as an advisory board to the programs. The unique relationship makes it possible for the programs delivered onsite to nimbly make changes in order to address the changing needs and priorities of the active duty military officers who are students in the programs as well as the needs and priorities of the students' chain of command. Students, Command Staff College representatives, an alumnus, and onsite staff provided numerous examples of vibrant, ongoing continuous improvement.

Marketing and Recruiting Information

What evidence confirms that the information presented to students in advertising, brochures, and other communications is accurate?

Judgment of reviewer. Check appropriate box: Adequate Attention needed

Comments:

KU Med Wichita:

Local faculty and local administrators are deeply involved in communicating the local programs' messages to the community. For the school of pharmacy assistant/associate deans are responsible for pre-pharmacy student advising. Admissions integrates closely with local faculty and administrators to ensure that materials accurately reflect the programs available at the site. Students resoundingly stated that their expectations were "exceeded," when asked by the reviewer. Admissions utilizes materials provided by the location to ensure accuracy.

Edwards:

Students stated that their expectations were met and that the promotional and marketing materials they received accurately reflected their experience at the location. Meetings with onsite administrators validated the claims made in the multi-location visit report. The programs are administered from their primary location and delivered on the Edwards location, with oversight by the home departments. One of the key challenges, noted by an onsite administrator, is the matrix management system that such centralization of administration has when delivering educational programs at the location. Specifically, the location's administrative staff serve a key role as liaisons. Knowing and understanding the culture of the main campus is essential to successfully managing and implementing action at the campus. The biggest challenge noted by staff is to lead through influencing but recognize that they have relatively little local authority to deal with academic program failures. The challenge emphasizes the very strong influence and direct authority that the academic program leaders have over all aspects of programs conducted

at the location and extends into the operational aspects such as marketing and setting student expectations.

Ft. Leavenworth:

As in the other locations, local faculty and local administrators are deeply involved in communicating the local programs' messages to the community. Students and an alumnus of the program stressed the programs' reliance on word of mouth marketing rather than published materials. Students and the alumnus attested that their expectations were met.

Summary Recommendation

Select one of the following statements. Include, as appropriate, a summary of findings.

- Overall, the pattern of this institution's operations at its additional locations appears to be adequate, and no further review or monitoring by the Higher Learning Commission is necessary.
- Overall, the pattern of this institution's operations at its additional locations needs some attention as defined in this report. The institution can be expected to follow up on these matters without monitoring by the Higher Learning Commission. The next scheduled comprehensive review can serve to document that the matters identified have been addressed. **[Identify specific areas needing organizational attention.]**
- The overall pattern of this institution's operations at its additional locations is inadequate and requires attention from the Higher Learning Commission. **[Identify the specific concerns and provide a recommendation for HLC follow-up monitoring.]**

Summary of Findings:

The onsite visit of the three locations revealed no significant deficits. All three locations were appropriately staffed, well-managed, and appropriately resourced. Faculty were appropriately credentialed.

There was evidence, both through artifacts submitted to the reviewer on site and through numerous interviews with administrators, staff, faculty, and students, that there is regular institutional planning which is promptly implemented. There was evidence of regular, ongoing assessment, although the assessment model did not appear to explicitly link assessment to budgeting processes. However, there was very ample evidence that assessment data did influence resourcing of programs and that assessment data was linked to daily operations.

Facilities at all three locations were adequate and appropriate to meet the needs of teaching and learning. There was no evidence of apparent deferred maintenance.

There was evidence that faculty acted cohesively and collaboratively regardless of location. Numerous interviews validated claims made in the multi-location report regarding central administration of program priorities, assessment, and teaching and learning regardless of location.

Students interviewed were very pleased with their experiences at each of the locations. Each location served a distinctly different student profile and in spite of those marked differences in students served, students were enthusiastic about their experiences. In each case, students at each location said they believed the quality of student services they received at the location was better than that their peers may experience at the main campus due to the smaller sizes of each location and the highly personalized service each student received. Students stressed their belief that the marketing materials they had received prior to matriculation accurately and faithfully reflected the programs they were participating in.

Notification Program for Additional Locations Approval Form

Complete this form **only** if an institution has been granted access to the Notification Program for Additional Locations. The Institutional Status and Requirements Report for the institution will indicate whether the institution has access to the Program under “Location Stipulation.”

- Yes No The institution has been accredited by HLC for at least 10 consecutive years with no record of any action during that period for sanction or show-cause.
- Yes No HLC has not required monitoring of issues related to the quality of instruction or to the oversight of existing additional locations or campuses in the past 10 years.
- Yes No The institution has demonstrated success in overseeing at least three locations.
- Yes No The institution has no other HLC or other legal restrictions on additional locations and/or programs offered off campus.
- Yes No The institution has appropriate systems 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.