

Labette Community College - KS

HLC ID 2033

OPEN PATHWAY: Reaffirmation Review

Visit Date: 10/5/2015

Dr. George Knox
President

Eric Martin
HLC Liaison

J. Michael Koon
Review Team Chair

Linda Heiland
Federal Compliance Reviewer

Myrna Perkins
Federal Compliance Reviewer

Jo Blondin
Team Member

Margaret Martyn
Team Member

Context and Nature of Review

Visit Date

10/5/2015

Mid-Cycle Reviews include:

- The Year 4 Review in the Open and Standard Pathways
- The Biennial Review for Applying institutions

Reaffirmation Reviews include:

- The Year 10 Review in the Open and Standard Pathways
- The Review for Initial Candidacy for Applying institutions
- The Review for Initial Accreditation for Applying institutions
- The Year 4 Review for Standard Pathway institutions that are in their first accreditation cycle after attaining initial accreditation

Scope of Review

- Reaffirmation Review
- Federal Compliance
- On-site Visit
- Multi-Campus Visit (if applicable)

There are no forms assigned.

Institutional Context

Labette Community College, located in Parsons Kansas with a site at Cherokee, serves rural Southeast Kansas. Because of its location in the Southeast corner of the state, the College also provides educational opportunities for students from the three adjoining states. The College's academic and athletic programs attract students from a variety of states and a few international students who contribute significantly to the diversity of the College.

Labette Community College was founded as Parsons Junior College in 1923 and voters approved the creation of the Labette Junior College District in June of 1965. The college was renamed Labette Community College in 1978. As a comprehensive community college, LCC offers associate degree programs for transfer students, a variety of professional/technical certificate programs and associate degrees, personal enrichment courses and training for local employers. Through dual enrollment and concurrent courses, the College has a robust program for local high school students.

The health care industry is the primary sector of employment in the region and the College has a number of health care programs. To better serve this sector, the College acquired funding through private donations and grants to construct a new, state-of-the-art health science building which opened for classes in 2013. The Sonny & Sophia Zetmeir Health Sciences Building accommodates its expanding health careers curriculum, which includes nursing, respiratory therapy, radiography, physical therapist assistant, dental assistant and diagnostic medical sonography and also provides training for professionals in the field.

As with most states, the State of Kansas has reduced spending for higher education in recent years and is looking at new funding models which threaten to erode funding for Labette Community College even further. In addition, the rural nature of the service area has restricted enrollment growth. While the College has weathered reductions in funding and enrollment in the past, the challenges posed by the current situation are significant. The College is exploring addition of dormitories as one way to address the challenge and increase enrollment.

The purpose of this visit is to conduct an evaluation for continued accreditation. LCC was a pioneer college in the Pathways System and is currently on the Open Pathway. The College completed a Quality Initiative Project which was approved by the HLC staff.

Interactions with Constituencies

Assurance Process Committee (4 members)

Board of Trustees (6 members)

Business and Industry Representatives (7 individuals)

Criteria 1&2 Open Forum (12 individuals)

Criteria 3&4 Open Forum (16 individuals)

Criterion 5 and IE Open Forum (13 individuals)

Curriculum and Instruction Committee (12 members)

Dean of Enrollment Management

Dean of Instruction

Director of Career Technical Education

Director of Public Relations

Director of Workforce Education

Executive Director of Foundation and Alumni

Faculty (18 members)

Health Care Directors (7 individuals)

Human Resources Director

Institutional Technology Director

Outcomes Committee (5 members)

President

President's Council (12 members)

Staff (20 members)

Strategic Operations Advisory Committee (8 members)

Students in student forum (5 students)

Students in open conversations (11 students)

Vice President of Academic Affairs

Vice President of Finance and Operations

Vice President of Student Affairs

Additional Documents

None

1 - Mission

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

1.A - Core Component 1.A

The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Rating

Met

Evidence

The Team found that every room visited on campus had a copy of the mission, vision, values and strategic goals posted on bulletin boards. This information piece clearly depicted the link between the mission and the planning goals which made it easier for all constituents to understand the connection. Further, interviews with the Strategic Planning Committee confirmed that the mission drives both planning and budgeting.

The mission of Labette Community College is to *provide quality learning opportunities in a supportive environment for success in a changing world*. The array of programs in the transfer, career-technical, and health sciences is consistent with the mission. Programming offered through the Workforce Education Department addresses success in a changing world for local employers and provides learning opportunities for licensed professionals to meet licensing requirements. The mission is realized in the College's general education student learning outcomes which are assessed in every course, every semester to ensure that College is living and fulfilling its mission. The Team found very strong student support programs and staff committed to providing quality service to students.

While the mission statement has not been revised in a number of years, the Assurance Argument indicates it was reviewed and value statements were modified in 2012 with most of the work occurring during an in-service day for all employees. Interviews with faculty and staff confirmed that this was an effective process which gave everyone the opportunity to provide input. Based upon faculty and staff response, the process also resulted in wide-spread understanding and support of the mission documents.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Rating

Met

Evidence

The Team found that Labette Community effectively articulates its mission publicly through a wide variety of venues. The mission, vision and values are printed on a poster which is in every classroom and office. These mission documents are available in the college catalog, the student handbook, and on the College web site. Additionally, the mission statement is printed on business cards and on various publications available to students.

The Labette Community College mission statement clearly demonstrates that student learning and strong student support are the primary emphases of the College. A review of the College Values and the Strategic Plan reinforces that these are the areas where the institution focuses its efforts and its resources. Institutional documents such as the view book and promotional materials demonstrate that student support and student success are important to the College and the students it serves.

The mission statement of Labette Community College is sufficiently broad that most activities would fit within the mission. The Values Statement and Strategic Plan Goals, however, help to refine the nature, scope and intended constituencies of College programs and services. From these documents, the focus on the regional community is more apparent. The mission articulates the symbiotic nature in which the College serves the community and the community is served by the College.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Rating

Met

Evidence

A review of institutional documents and discussions with faculty and staff provided evidence that Labette Community College actively focuses on diversity and embraces its role in a multicultural society. The focus on a multicultural society begins with the value statement which includes "Education for a Globally Connected World" as one of the core values. This is operationalized in the Student Learning Outcomes Conceptual Model where social awareness is one of the core competencies of the curriculum. Committee minutes demonstrate that the College has an active Diversity Committee which works with student activities to provide a variety of events for both students and the community to enhance cultural awareness.

Labette Community College is located in a rural area with limited diversity. The composition of the faculty, staff and students largely reflects the demographics of the community. The Team reviewed documents regarding hiring and employment and discussed hiring practices with the College human resources director and confirmed that the College has appropriate processes in place to foster a diverse college community.

Discussions with staff and the Assurance Argument demonstrate that the College views diversity in a broad sense that extends beyond traditional gender and racial diversity to include other cultural factors such as disabilities, economic limitations, first-generation students, educationally challenged, etc. After discussing enrollment management plans with student services staff and others, the Team recommends that the College develop an enrollment management plan that is more strategic. Enrollment management planning would be enhanced with specific targets and strategies regarding some of the diverse, under-served populations the College is trying to attract such as veterans, individuals who have stopped out, and minorities.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.D - Core Component 1.D

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

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Rating

Met

Evidence

Discussions with staff and community members provided evidence that the College actively responds to the needs of external constituencies. Examples cited included responsiveness in program development, customized training opportunities, the College role in local economic development, and activities sponsored by the College for the community. All groups pointed with pride to the construction of the Zetmeir Health Science Building as a vivid demonstration of the role the College plays in the community. They stated that the building was built entirely with donations which would not have been possible if the College was not serving the community effectively.

The College serves the public good by providing educational opportunity for its community and exposing it to a more diverse population than resides in the community at large. Community members cite numerous examples of programming specifically designed to meet the needs of targeted groups. The College strives to provide opportunities for the community through adult education, credit education, service and cultural events. In addition, the College conducts a variety of outreach events that benefit both the local and international community such as food drives, blood banks, providing labs and for the community by providing space and computer labs for area community groups.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.S - Criterion 1 - Summary

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

Evidence

Criterion 1 and all core components are met as the Team found that Labette Community College has a mission statement that is publicly articulated, that is broadly understood within the College community, and that guides the institution's operations. The mission documents have been reviewed and revised in a process that involved all constituencies. The College understands the relationship between its mission and diversity of society as evidenced by the value statement on education for a globally connected world and the student learning outcome on social awareness. The Team recommends that the College develop specific targets and strategies for the diverse, under-served populations the College is trying to attract in order to enhance enrollment management. LCC has demonstrated that it is committed to serving the public good through programming offered through the Workforce Education and its responsiveness to the community.

2 - Integrity: Ethical and Responsible Conduct

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

2.A - Core Component 2.A

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Rating

Met

Evidence

This core component is met as demonstrated by LCC's core value of integrity and transparency which articulates the importance of ethical practice, open communication, and accountability, for transactions with all constituencies. The value is realized by the Board as it operates with integrity and oversight as it takes seriously its fiduciary responsibility and accountability to students, staff, faculty and the Parson's community. Policies and procedures regarding employment are in place and are outlined in the Administrator and Professional Staff agreement as well as in the contractual agreements followed by faculty regarding classroom contact hours, uses of master syllabi, number of office hours, and adherence to FERPA guidelines.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Rating

Met

Evidence

Labette Community College has demonstrated that it presents itself accurately to students and the public in the course catalog and on the Web site which contain academic information about programs, colleges services, financial information, student activities, degree requirements course descriptions and College personnel. Regional accreditation is clearly stated on the Web page as are the course syllabi <http://www.labette.edu/syllabi/index.html> and the two-year rotation of courses so that students can plan in advance how to complete their programs of study. Reports of student learning from 2010-2014 are clearly communicated on the Web site at <http://www.labette.edu/president/ros1.html> as well as student retention rates, graduation (completion) rates, transfer rates, and other student information.

Consumer information regarding student retention, completion, gainful employment, etc. can be found at various locations on the Web site. However, much of the information is extremely difficult for students and consumers to find and often takes 3 or more clicks through the Web site to locate. The College needs to make the information more consumer-friendly and should consider consolidating it to facilitate navigation.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.C - Core Component 2.C

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Rating

Met

Evidence

Interviews with all six members of the Board of Trustees demonstrated that the Board understands its purpose and the needs of the College. The Team believes that the Board is one of the strengths of the College. Board members clearly understood their role and were able to cite several examples of actions that were taken in the best interest of the College. At the same time, the Board members were mindful of the voters' concerns and acted as responsible stewards of tax dollars. The Board members, policies, and meeting times and agendas are listed on the Web site at <http://www.labette.edu/president/trustees.html>. The College should consider publishing Board minutes on the web as well to enhance transparency.

The Board has policies in place to ensure that Board members operate with integrity. An ethics policy and a conflict of interest policy help to guide directions. The Board members indicated that they participate in orientation and professional development to ensure that they are knowledgeable about policies and responsibilities.

The Board formally delegates responsibilities for day-to-day operations in the policy on Governance Structure (Policy 1.02). The policy states that the Board is responsible for establishing policies and the president is responsible for administering policies. Discussions with Board members and the administration and Board minutes confirmed that actual operations are consistent with policy.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.D - Core Component 2.D

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

Rating

Met

Evidence

This Core Component is met as demonstrated by procedure 3.07 in the Policy Manual) regarding Academic Honesty. This policy outlines a code of academic behavior, honesty and ethics. In addition, the Faculty Handbook outlines the professional and ethical behavior standards that are expected and adhered to by faculty. Faculty members are seen as leaders in the classroom and are seen as role models for students and the community.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.E - Core Component 2.E

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

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

Rating

Met

Evidence

Labette Community College has several policies to ensure faculty, students and staff acquire, discover and apply knowledge responsibly. Policies on academic freedom and intellectual property describe expectations of ethical behavior while encouraging faculty to engage in scholarly practice. The institutional copyright policy provides guidance to faculty and students regarding copyright regulations. Expectations for students regarding ethical behavior are detailed in the academic honesty policy.

Procedure 3.07 in the Policy Manual demonstrates one way that Labette Community College provides effective oversight in student learning. The procedure requires online students to use a logon to ensure that the student is the student in the course. In addition, students enrolled in online courses agree not to give their passwords, login information, or access to an online course to anyone. Any student who does so will be considered guilty of academic dishonesty and subject to the penalties described for such offenses. Cases in complaint file demonstrate that the institution follows these policies.

The LRC provides workshops for students and faculty on ethical use of information and teaches an information literacy course that students can take to better understand the how to use information ethically. One example is the "Library Survival Skills" workshop. In addition, ethical use of information resources is taught in the first year experience course.

Discussions with faculty and staff and a review of polices demonstrates that the College has policies on academic honesty. The institutional statement on plagiarism is contained within the College's academic honesty policy. LCC provides appropriate instruction to students regarding appropriate use of information and the plagiarism statement is explained to students in the freshman experience course, library orientations, and appropriate courses.

Policy 3.25 articulates a clear computer use policy. Items included in the policy include appropriate use of computer and internet resources, confidentiality and privacy, email use and examples of prohibited use. Through this policy, students and faculty are provided guidance in the ethical use of technology resources.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.S - Criterion 2 - Summary

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

Evidence

Labette Community College has demonstrated that it operates with integrity. The LCC Board of Trustees is publicly elected and has demonstrated that it makes decisions in the best interest of the institution. Ethics policies and open-meeting laws ensure that the Board operates autonomously and its actions are transparent. A review of institutional documents and web pages indicates that the institution presents itself accurately. The College should, however, take steps to present consumer information on the web site so that it is easier for consumers and students to locate and access. The College has policies and practices in place to ensure that students and faculty acquire, discover, and apply knowledge responsibly including policies on academic honesty, academic freedom, appropriate use of computers and the internet, and copyright. LCC offers students guidance in the responsible use of library and online resources.

3 - Teaching and Learning: Quality, Resources, and Support

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

3.A - Core Component 3.A

The institution's degree programs are appropriate to higher education.

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

Rating

Met

Evidence

The implementation and use of a separate Business Advisory Council in all career and technical education programs insures that courses and programs are current and require a level of performance required by employers. These Councils provide input on curriculum, practicums and other support to ensure that students who complete the programs will be able to transition to 4-year college or to employment. Career Technical programs use Perkins grant money to help keep programs up-to-date. Perkins grant money is especially important to the Health Science programs. Perkins monies are used to purchase equipment, learning resources, curriculum development, and professional development.

Courses delivered in all delivery modes (face-to-face, hybrid and online) use the same syllabus template. The syllabi are available on the Web site. This helps insure that program learning goals are consistent across all modes of delivery.

Faculty offer hands-on opportunities in many technical programs. Exemplary program examples include those in Health Science (Nursing, Radiography, Physical Therapy) and Office Technologies program. The hands-on component is critical in these technical programs as it provides practical experience and insures that students have skill that employers desire.

LCC offers a wide variety of programs that include degrees and certificates. The programs are appropriate for higher education. However, the way they are listed causes confusion. For instance, there are 49 programs listed on the LCC brochures, 58 on the HLC Institutional Status Web site for LCC, and staff reported 53 programs. In addition, a review of the curriculum listing for many programs suggests that some that are listed as separate programs are really an option within a program. LCC needs to develop a more clear nomenclature for programs so that students understand

their options better.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.B - Core Component 3.B

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Rating

Met

Evidence

Labette Community College has implemented an effective general education program that is integral to all its associate degree programs. The Student Learning Outcomes Conceptual Model forms the basis of the general education program with its four goals of knowledge, communication, critical thinking and social awareness. General education courses meet stringent requirements to ensure that they reflect LCC's core values and mission. All courses contain course outcomes and objectives that align with the Kansas Board of Regents requirements to ensure smooth transfer. The outcomes link to program outcomes and overarching student learning outcomes. In addition, each course is assessed every semester (by both full-time and adjunct faculty) so that course data can be analyzed and findings can be used to improve course design.

Consistent with the LCC Student Learning Outcomes goal on social awareness, the College provides a variety of service learning opportunities within the programs and as co-curricular activities. Particularly notable is the efforts of Phi Theta Kappa Honor Society to supply food to needy families both locally and internationally. In addition there are 15 active student clubs, led by faculty that provide interaction and engagement for students.

LCC promotes diversity within the curriculum and sponsors a diversity committee designed to sponsor diversity programming for the college community. The Student Learning Outcomes Conceptual Model includes social awareness as one of the outcomes which is integral to all programs. Diversity events held throughout the year include films and ethnic events themed to particular cultures

to celebrate their traditions and introduce diverse cultures to the community.

LCC might consider providing more real life learning opportunities in terms of internships, co-ops. Healthcare and Office Technology offer a variety of experience-based learning opportunities that could serve as models to ensure that students have an experiential and hands-on component in every CTE program.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.C - Core Component 3.C

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

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

Rating

Met

Evidence

A review of faculty credentials and staffing levels confirmed that LCC has faculty needed for effective programs. A random sampling of faculty credentials from full-time and adjunct faculty (including concurrent faculty who teach at the area high schools in the dual enrollment classes) and staff was conducted. All of the credentials reviewed meet the current standards set by HLC. Faculty credentials are clearly listed on the LCC Web site.

Full-time and part-time faculty in all delivery modes are evaluated effectively in accordance with academic policy and procedures. The Vice President of Academic Affairs personally evaluates all pre-tenure teaching of faculty.

LCC has demonstrated a commitment to professional development for faculty and staff through in-service activities and support of professional development activities. Full-time faculty receive financial support of \$600 per year for professional development. The funds can be accumulated for 4 years and the Vice President of Academic Affairs has a budget that can be used to supplement activities if needed.

LCC has implemented policies to insure that faculty are accessible for student inquiry. Full-time faculty are required to maintain 10 office hours weekly so that they can assist students and also be available for advising. A new policy has been implemented for faculty teaching in distance education classes which directs that faculty need to respond to student emails within 24 hours.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

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

Rating

Met

Evidence

The Team found that the student success support provided by Labette Community College is one of the institutional strengths. Comprehensive student support services are provided by the Student Success Center, Trio support Services, academic advisement and the College Success Course for new students. Discussions with staff and students demonstrated that the staff is highly qualified and committed to student success. The advisor assists students with placement testing, enrollment, sequencing of courses, and program of study plans.

In 2013, the Sonny and Sophia Zetmeir Health Science Building was opened. The state-of-the-art facility has numerous laboratories that serve students in the sciences and other departments. The simulation labs in the Science building have manikins that help students prepare for real life scenarios. Instructors are able to witness student interaction and provide real-time support and instruction.

As noted in Core Component 2E, the LRC and the first year learning class provide guidance to students in the effective use of research information resources. The LRC has a number of resources for students and offers workshops to help students in various areas. College administrators informed the Team that the College is developing plans to move the LRC to a more inviting location. The Team would encourage to pursue those plans aggressively as its resources permit as the current location and physical facilities are not inviting and do not encourage student use of the LRC.

LCC provides the necessary support for students who are not adequately prepared for college work. The College has a mandatory placement policy which includes testing and mandatory placement in developmental courses if certain cut-off scores are not achieved. However,

discussions with academic personnel indicate that the College is not implementing some of the recent best practices in developmental education which are being used successfully nationally. The College would be well served to provide professional development opportunities for faculty and staff in this area so they can provide leadership in determining how the developmental education area can be enhanced.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Rating

Met

Evidence

Labette Community College provides students and the community with extra-curricular and cultural events which enrich the educational environment. The student activities director oversees many community events including the October days, where community members come to campus to celebrate. In addition, the college has the Ed Hendershot Art Gallery which hosts professional and student art exhibitions, the Thiebaud Theatre which hosts cultural events, plays, musical recitals and concerts, and six athletics teams. The wide variety of student organizations also offer students co-curricular opportunities to enrich their education.

LCC has six athletic teams which contribute to an enriched educational environment. Discussions with staff and students demonstrated that the athletes contribute significantly to the cultural diversity since the College service district is very homogenous. In addition to enriching the experience for students, the athletic program also enriches the Community.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.S - Criterion 3 - Summary

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

Evidence

The Team found that Labette Community College has consistently demonstrated that it has the resources and support systems for a quality teaching and learning experience at all locations and across all modes of delivery. Common learning goals have been established for all courses and common syllabi insure consistency across all modes of delivery. The Student Learning Outcomes Conceptual Model provides an effective framework for general education and general education competencies are included in every degree program. Faculty are well qualified and meet current HLC credential standards. Support services for student success are exemplary and the new Sonny and Sophia Zetmeir Health Sciences Building is an asset for the College and the community. Co-curricular activities compliment the academic programming. LCC should examine how it labels programs for internal consistency and also for consistency with common practice regarding programs and optional pathways within programs.

4 - Teaching and Learning: Evaluation and Improvement

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

4.A - Core Component 4.A

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Rating

Met

Evidence

Labette Community College demonstrates responsibility for the quality of its educational programs through program review and appropriate policies and processes for dual enrollment and transfer credit. LCC regularly reviews its programs on a minimum of a five-year cycle. An examination of program review documents indicates the use of retention, enrollment, and graduation by program in determining budget requests, curriculum changes, and recruitment efforts.

The institution has established policies for transfer of credits, as indicated on p. 41 of the College Catalog. Military credit is accepted per American Council of Education (ACE) standards, though the campus does not have explicit policies or movement toward integration of PLA into awarded credit,

and, according to enrollment management staff, does not at this time experience a demand for such credit.

The College has many well-established articulation agreements with local high schools, and transfer agreements per the Kansas Board of Regents with four-year institutions. The early childhood program with Washburn University is a good example of specific transfer pathway. LCC should continue to work with four-year university partners to increase the number of transfer partnerships.

LCC aligns all dual credit courses with ground and online courses through the use of common student outcomes, textbooks, and syllabi. Dual credit students are required to meet the same placement criteria as native LCC students. Quality of courses and delivery are clearly spelled out in the Labette Community College CEP (Concurrent Enrollment Partnership) agreement and updated annually.

The institution maintains occupationally-specific accreditations in its healthcare programs and reports its employment and graduation rates, including a 100% pass rate in its nursing programs and a strong placement rate. The nursing program also uses a well-developed process for remediation of students who fall below 80% mastery of information in their individual courses.

Prior learning assessment (PLA) is not well-understood throughout the institution. At this time, only CLEP exams are used to determine if a student has prior knowledge in a subject area. The College should consider the integration of PLA at other colleges to help guide the development of PLA at Labette.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.B - Core Component 4.B

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Rating

Met

Evidence

The Team found that LCC has demonstrated an institutional commitment to improving student learning and educational achievement through a sound assessment system. LCC is far along in its institutionalization of the assessment process, and documents, such as the Report of Student Learning Fall 2014 and Report of Student Learning Fall 2015 indicate data used to improve academic programs as well as overarching student learning outcomes, identified at LCC as Knowledge, Communication, Critical Thinking, and Social Awareness. LCC faculty use the multiple methods to assess program and course outcomes, such as portfolios, testing rubrics, practical exams, and recitals. Additionally, each course has a list of course outcomes and course competencies as defined by academic departments and identified in the Master Syllabi. Results of the course outcomes are selected, aggregated, and used to assess programs as well. Additionally, program assessments include recognized credential testing where appropriate, such as NCLEX.

Interviews with faculty and the Outcomes Assessment Committee and a review of assessment reports demonstrate that LCC uses information gained from assessment to improve student learning. Scores in math, science, and English on the Collegiate Assessment of Academic Proficiency (CAAP) assessment and WorkKeys in Math are benchmarked nationally and cohort performance is used to adjust the curriculum in those programs.

While much of the focus has been on assessment of student learning in courses and programs, LCC has begun the process of evaluating co-curricular and institutional effectiveness. LCC is using Noel-Levitz to provide information regarding co-curricular and climate assessment and is beginning to make adjustments based upon data from this instrument.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.C - Core Component 4.C

The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

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

Rating

Met

Evidence

Interviews with all constituencies and a review of assessment reports, various IR reports and the strategic plan enabled the Team to conclude that LCC has met the requirements of Core Component 4.C. At the same time, however, the Team believes that the institution would greatly benefit by focusing more attention on the institutional effectiveness function and student success initiatives to make meaningful institutional improvements in the future.

The program review process is long-established and well-understood by faculty and staff alike. However, the process could benefit from the systematic collection and sharing and review of data. During interviews, many faculty and staff indicated that they had not seen persistence, retention and completion data yet administrators were able to present the information to the Team. Therefore, campus-wide communication around the interpretation and implications of this data would assist institutional effectiveness efforts. LCC collects program-specific and campus-wide data for various reports, such as for KBOR, but does not appear to use this data in goal-setting but solely for reporting purposes. It would be helpful to feed this data and the interpretation of this data into the strategic plan.

LCC collects and analyzes student retention and completion data in the program review process. Some of this information is used in operational reports and leads to program improvement. However, reflection on this data could be improved in the areas of enrollment management and strategic planning.

Currently, IR functions are housed under IT. In order to institutionalize and share this information and

data, the Team recommends that the institution strongly consider transitioning to an institutional effectiveness model that allows for regular dissemination, examination, and communication of data to the entire campus. The institution may also wish to examine staffing needs in order to address institutional effectiveness needs. The Team stresses that LCC currently meets the requirements for this core component and it believes the College has the institutional capacity to make improvements in this area. The Team's suggestions for improvement are based upon the growing demands of State and Federal agencies, program accreditation organizations and the HLC for more data on student success. No interim monitoring is being recommended as the College will need a few years to make improvements and the mid-cycle review should be able to determine if the College is doing a better job of using data for institutional improvement.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.S - Criterion 4 - Summary

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

Evidence

The Team found sufficient evidence to demonstrate that Labette Community College demonstrates responsibility for the quality of its educational programs and services and has processes in place to evaluate their effectiveness and contribute to program improvement. In particular, the Team found that LCC has a sound assessment system to evaluate student learning and improvements in the data system being implemented show strong potential. However, the Team recommends that LCC focus attention on its institutional effectiveness efforts to better position itself for increasing demands for data in the future. Reports and interviews with all constituents indicated that much data is being collected but its use in making improvements has been limited. The process needs to be systematized and regular dissemination, examination, and communication of data to the entire campus needs to be improved. The Team advises LCC to consider moving from an institutional research model to an institutional effectiveness model.

5 - Resources, Planning, and Institutional Effectiveness

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

5.A - Core Component 5.A

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

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Rating

Met

Evidence

A review of the College audits and discussion with administrators, faculty and staff reveal that the current fiscal resource base is adequate to support the programs of the College. There have been recent budget cuts but faculty and staff report that the institution has been able to weather them by making cuts that do not affect program quality. However, it should be noted that the Vision Statements of the President and other administrators which are included in the strategic plan voice concerns about future funding. The Team believes the institution has processes in place that should enable it to respond to budget challenges but the Board, President, and Cabinet need to begin examining programs and services that are marginal to prioritize where future cuts can be made with a goal of preserving overall quality.

Labette Community College has facilities that are exemplary. The new Sonny and Sophia Zetmeir Health Sciences Building is a state-of-the-art facility with advanced technological capabilities to support the health science programs and the health care industry of the region. The College has older buildings but they are well maintained and have been renovated so that they are both attractive and serviceable. The facilities not only support the College's programs but they enhance them as well.

The Team discussed the budget process with all College constituencies and determined that the

College has an effective process for budget development, allocation and monitoring. The process of budget development is linked to priorities in the strategic plan and to academic program reviews. These processes insure that programs and student support that enhance student success and program quality are the drivers for both budget development and allocation. The Board provides appropriate fiscal oversight and appropriate checks and balances are in place to ensure that funds are expended responsibly.

During the visit the Team learned from vision statements in the strategic plan and from discussions with administrators that funding from the state of Kansas is likely to continue declining as it is in many states. In light of this, it is incumbent for institutions to look to other sources of funding. Labette Community College has an active foundation which demonstrated the ability to raise funds locally when it obtained all funding for the construction of the Sonny and Sophia Zetmeir Health Sciences Building. The foundation should help the College maintain and strengthen programs and the College would be well served to develop strategies to better utilize the foundation.

A review of the strategic plan and the annual reports demonstrates that the College has developed goals that are realistic in light of its resources. In addition, the AY 2014 Performance Report for the Performance Agreement with the State provides further evidence that the College has developed goals and strategies that are linked to the mission and which are realistic.

The Team reviewed faculty credentials through a random selection of personnel files and discussed hiring procedures with human resource and academic administrators. While administrators admitted that it is often a challenge to find qualified part-time faculty, they indicated that faculty are appropriately qualified. The personnel files which were reviewed confirmed that faculty have appropriate credentials for courses they teach. Hiring procedures are appropriate. In addition, the College has processes in place to provide appropriate staff development including funding for professional development and training provided during in-service activities. The Team concludes that the institution has the human resources to enable it to maintain and strengthen quality.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.B - Core Component 5.B

The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Rating

Met

Evidence

The Team conducted interviews with all Board members and believes that the Board of Trustees is one of the strengths of the College. The Board demonstrated that they were knowledgeable about the institution and well informed about College strengths as well as challenges it faces. Several examples were provided which indicated that the Board acts in the best interest of the institution and the students while still being accountable and responsive to the community and the electorate. The Board has policies in place that insure that it exercises its fiduciary responsibilities in an appropriate manner.

Policy 1.02 and the accompanying procedure of the Board Policy Manual provide specific direction regarding governance and administration of the institution. The policy clearly states that the Board has responsibility for adoption of policies and delegates responsibility for administration of policies to the President and his/her designees. In addition, the policy states that internal constituencies have a legitimate role in governance and establishes specific bodies for each constituent group to provide input into governance decisions. Interviews with each internal constituency group confirmed that the policies are working and the groups felt that they had meaningful input into the institution's governance.

Both the Assurance Argument and the Board Policy Manual provided an extensive list of standing and ad hoc committees at Labette Community College. The committees are assigned specific governance roles in the policy on governance and all standing committees have representation from each constituent group. Evidence was provided by committees interviewed that the governance structure is operating efficiently. Further, faculty confirmed that they play a primary role in establishing academic policies and admissions standards,

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Rating

Met

Evidence

Interviews with the Strategic Operations Advisory Committee and a review of the strategic plan and annual reports demonstrate that Labette Community College engages in systematic and integrated planning. The process links mission to the strategic plan and operational plans are established to implement the strategic plan. While the Team determined that planning is systematic and integrated, it found that it would be greatly improved if it was more strategic. The Team recommends that the planning process include environmental scanning, use of benchmarks or targets, incorporation of national initiatives and best practices in areas like developmental education, and incorporation of institutional effectiveness data. Incorporation of these elements would enhance the planning process.

The planning and budgeting process at Labette Community College are integrated so that budget allocations are aligned with strategic priorities. Operational plans are developed in conjunction with the strategic plan and are linked to the program review process. This insures that funding is available for initiatives to improve program quality. Faculty and staff expressed satisfaction with the budgeting process and indicated that adequate resources were available to support programs. By including program reviews in the planning process, the College has formed a connection between student learning and program performance with the budgeting process. However, the Team found that the process could be enhanced by including specific benchmarks in the plans.

Interviews with constituent groups and committees confirmed that the major vehicle for planning is the Strategic Operations Advisory Committee. This committee includes representatives from the Trustees, administration, faculty, staff students and the community. This structure insures that the perspectives of internal and external constituent groups are included in the process. In addition, operational plans are developed for every unit of the College so the planning process encompasses the entire institution.

A key element in the strategic planning process is the incorporation of Annual Vision Statements from the President and other administrators. These statements help frame the operational plans which drive budgeting. The Vision Statements are crucial to the planning process because they are revised annually and allow the Strategic Plan to respond to fluctuations in funding, enrollments and other key factors. For instance, the President's Vision Statement for the current year outlines possible funding reductions to the College from the State. As a result, budget managers are able to make adjustments in their operational plans.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Rating

Met

Evidence

Evidence cited in the Assurance Argument and interviews on campus demonstrated that Labette Community College has numerous reports that document institutional performance. These include annual updates of the Kansas Performance Agreement, IPEDS, annual progress reports of operational plans and the strategic plan, and the institutional annual report. It appears to the Team that updates on operational plans are particularly useful in assisting the College to make improvements. The Team did conclude, however, that the College could make better use of the information in the reports with a more systematic approach that targeted institutional effectiveness.

Discussions with administrators and constituent groups revealed a number of examples demonstrating that the College uses information gathered from its assessment and planning activities and from institutional reports to make improvements. The connection between assessment activities, operational plans, and budgeting appears to be particularly effective in making improvements in the quality of academic programs. As noted in 4C, however, the Team feels that Labette Community College could be better positioned to address future challenges if it enhanced institutional effectiveness by becoming more systematic in its processes.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.S - Criterion 5 - Summary

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

Evidence

No evidence has been added.

Review Dashboard

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

Review Summary

Conclusion

Based upon review of the Assurance Report, the supporting materials in the evidence file and the campus visit, the Team believes that Labette Community College has demonstrated that it meets the Five Criteria and all Core Components for continued accreditation by the Higher Learning Commission. LCC has demonstrated that it has an appropriate mission which guides operations and is linked effectively with its planning and budgeting processes. The College and the Board of Trustees operate ethically and responsibly. The College has quality programs delivered by qualified faculty and staff and supported by appropriate infrastructure and student support systems. A culture of assessment has been established and systems are in place to evaluate student learning. In addition, LCC has appropriate resources to support the College's mission. Planning and institutional effectiveness processes are in place but the Team recommends that the College enhance both areas to provide better support in helping the College respond to future challenges and opportunities. Specifically, the Team recommends that LCC make both planning and institutional effectiveness more systematic and transition from an institutional research model to an institutional effectiveness model. After reviewing all evidence available to it, the Team concludes that Labette Community College is a sound institution and the College is aware of the challenges it faces and has both strategies and institutional capacity to address them. Therefore the Team recommends continued accreditation for Labette Community College. Further, based upon its performance under the Open Pathway, the Team recommends that Labette Community College be permitted to choose the Pathway it feels is appropriate for the next accreditation cycle.

Overall Recommendations

Criteria For Accreditation

Met

Pathways Recommendation

Eligible to choose

No Interim Monitoring Recommended.



Federal Compliance Worksheet for Evaluation Teams

Evaluation of Federal Compliance Components

The team reviews each item identified in the Federal Compliance Guide and documents its findings in the appropriate spaces below. Teams should expect institutions to address these requirements with brief narrative responses and provide supporting documentation, where necessary. Generally, if the team finds in the course of this review that there are substantive issues related to the institution's ability to fulfill the Criteria for Accreditation, such issues should be raised in appropriate sections of the Assurance Section of the Team Report or highlighted as such in the appropriate AQIP Quality Checkup Report.

This worksheet outlines the information the team should review in relation to the federal requirements and provides spaces for the team's conclusions in relation to each requirement. The team should refer to the Federal Compliance Guide for Institutions and Evaluation Teams in completing this worksheet. The Guide identifies applicable Commission policies and an explanation of each requirement. **The worksheet becomes an appendix to the team's report. If the team recommends monitoring on a Federal Compliance requirement in the form of a report or focused visit, it should be included in the Federal Compliance monitoring sections below and added to the appropriate section in the team report template.**

Institution under review: **Labette Community College**

Assignment of Credits, Program Length, and Tuition

Address this requirement by completing the "Team Worksheet for Evaluating an Institution's Assignment of Credit Hours and on Clock Hours" in the Appendix at the end of this document.

Institutional Records of Student Complaints

The institution has documented a process in place for addressing student complaints and appears to be systematically processing such complaints as evidenced by the data on student complaints since the last comprehensive evaluation.

1. Review the process that the institution uses to manage complaints as well as the history of complaints received and processed with a particular focus in that history on the past three or four years.
2. Determine whether the institution has a process to review and resolve complaints in a timely manner.
3. Verify that the evidence shows that the institution can, and does, follow this process and that it is able to integrate any relevant findings from this process into its review and planning processes.
4. Advise the institution of any improvements that might be appropriate.

5. Consider whether the record of student complaints indicates any pattern of complaints or otherwise raises concerns about the institution's compliance with the Criteria for Accreditation or Assumed Practices.

6. Check the appropriate response that reflects the team's conclusions:

The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.

The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.

The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: The student complaint process could be strengthened through a categorization of the actual complaints. Trends in complaints received can also be used as a way to identify and fix recurrent issues and enhance institutional effectiveness.

Additional monitoring, if any: None.

Publication of Transfer Policies

The institution has demonstrated it is appropriately disclosing its transfer policies to students and to the public. Policies contain information about the criteria the institution uses to make transfer decisions.

1. Review the institution's transfer policies.
2. Review any articulation agreements the institution has in place, including articulation agreements at the institution level and program-specific articulation agreements.
3. Consider where the institution discloses these policies (e.g., in its catalog, on its web site) and how easily current and prospective students can access that information.

Determine whether the disclosed information clearly explains the criteria the institution uses to make transfer decisions and any articulation arrangements the institution has with other institutions. Note whether the institution appropriately lists its articulation agreements with other institutions on its website or elsewhere. The information the institution provides should include any program-specific articulation agreements in place and should clearly identify program-specific articulation agreements as such. Also, the information the institution provides should include whether the articulation agreement anticipates that the institution under Commission review: 1) accepts credit from the other institution(s) in the articulation agreement; 2) sends credits to the other institution(s) in the articulation agreements that it accepts; or 3) both offers and accepts credits with the other institution(s).

4. Check the appropriate response that reflects the team's conclusions:

The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.

The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.

The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:

Additional monitoring, if any: None.

Practices for Verification of Student Identity

The institution has demonstrated that it verifies the identity of students who participate in courses or programs provided to the student through distance or correspondence education and appropriately discloses additional fees related to verification to students and to protect their privacy.

1. Determine how the institution verifies that the student who enrolls in a course is the same student who submits assignments, takes exams, and earns a final grade. The team should ensure that the institution's approach respects student privacy.
2. Check that any fees related to verification and not included in tuition are explained to the students prior to enrollment in distance courses (e.g., a proctoring fee paid by students on the day of the proctored exam).
3. Check the appropriate response that reflects the team's conclusions:

The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.

The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.

The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: The team verified that an online statement of acceptance of course responsibility and withdrawal policy is used to certify the student's participation and identify.

Additional monitoring, if any: None.

Title IV Program Responsibilities

The institution has presented evidence on the required components of the Title IV Program.

This requirement has several components the institution and team must address:

- **General Program Requirements.** *The institution has provided the Commission with information about the fulfillment of its Title IV program responsibilities, particularly findings from any review*

activities by the Department of Education. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area.

- **Financial Responsibility Requirements.** *The institution has provided the Commission with information about the Department's review of composite ratios and financial audits. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area. (Note that the team should also be commenting under Criterion Five if an institution has significant issues with financial responsibility as demonstrated through ratios that are below acceptable levels or other financial responsibility findings by its auditor.)*
- **Default Rates.** *The institution has provided the Commission with information about its three year default rate. It has a responsible program to work with students to minimize default rates. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area. Note for 2012 and thereafter institutions and teams should be using the three-year default rate based on revised default rate data published by the Department in September 2012; if the institution does not provide the default rate for three years leading up to the comprehensive evaluation visit, the team should contact Commission staff.*
- **Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures.** *The institution has provided the Commission with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations.*
- **Student Right to Know.** *The institution has provided the Commission with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations. The disclosures are accurate and provide appropriate information to students. (Note that the team should also be commenting under Criterion One if the team determines that disclosures are not accurate or appropriate.)*
- **Satisfactory Academic Progress and Attendance.** *The institution has provided the Commission with information about policies and practices for ensuring compliance with these regulations. The institution has demonstrated that the policies and practices meet state or federal requirements and that the institution is appropriately applying these policies and practices to students. In most cases, teams should verify that these policies exist and are available to students, typically in the course catalog or student handbook. Note that the Commission does not necessarily require that the institution take attendance but does anticipate that institutional attendance policies will provide information to students about attendance at the institution.*
- **Contractual Relationships.** *The institution has presented a list of its contractual relationships related to its academic program and evidence of its compliance with Commission policies requiring notification or approval for contractual relationships (If the team learns that the institution has a contractual relationship that may require Commission approval and has not received Commission approval the team must require that the institution complete and file the change request form as soon as possible. The team should direct the institution to review the Contractual Change Application on the Commission's web site for more information.)*
- **Consortial Relationships.** *The institution has presented a list of its consortial relationships related to its academic program and evidence of its compliance with Commission policies requiring notification or approval for consortial relationships. (If the team learns that the institution has a consortial relationship that may require Commission approval and has not received Commission approval the team must require that the institution complete and file the form as soon as possible. The team should*

direct the institution to review the Consortial Change Application on the Commission's web site for more information.)

1. Review all of the information that the institution discloses having to do with its Title IV program responsibilities.
2. Determine whether the Department has raised any issues related to the institution's compliance or whether the institution's auditor in the A-133 has raised any issues about the institution's compliance as well as look to see how carefully and effectively the institution handles its Title IV responsibilities.
3. If an institution has been cited or is not handling these responsibilities effectively, indicate that finding within the federal compliance portion of the team report and whether the institution appears to be moving forward with corrective action that the Department has determined to be appropriate.
4. If issues have been raised with the institution's compliance, decide whether these issues relate to the institution's ability to satisfy the Criteria for Accreditation, particularly with regard to whether its disclosures to students are candid and complete and demonstrate appropriate integrity (*Core Component 2.A and 2.B*).
5. Check the appropriate response that reflects the team's conclusions:
 - The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
 - The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.
 - The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.
 - The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: The campus is encouraged to review the placement of the material on the website to ensure easier access to the information.

Additional monitoring, if any: None.

Required Information for Students and the Public

1. Verify that the institution publishes fair, accurate, and complete information on the following topics: the calendar, grading, admissions, academic program requirements, tuition and fees, and refund policies.
2. Check the appropriate response that reflects the team's conclusions:
 - The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
 - The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.
 - The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.
 - The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:

Additional monitoring, if any: None.

Advertising and Recruitment Materials and Other Public Information

The institution has documented that it provides accurate, timely and appropriately detailed information to current and prospective students and the public about its accreditation status with the Commission and other agencies as well as about its programs, locations and policies.

1. Review the institution's disclosure about its accreditation status with the Commission to determine whether the information it provides is accurate and complete, appropriately formatted and contains the Commission's web address.
2. Review institutional disclosures about its relationship with other accrediting agencies for accuracy and for appropriate consumer information, particularly regarding the link between specialized/professional accreditation and the licensure necessary for employment in many professional or specialized areas.
3. Review the institution's catalog, brochures, recruiting materials, and information provided by the institution's advisors or counselors to determine whether the institution provides accurate information to current and prospective students about its accreditation, placement or licensure, program requirements, etc.
4. Check the appropriate response that reflects the team's conclusions:
 - The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
 - The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.
 - The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.
 - The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: The Team found that information is available but the presentation could be strengthened. Comments are provided in Criterion 2.

Additional monitoring, if any: None.

Review of Student Outcome Data

1. Review the student outcome data the institution collects to determine whether it is appropriate and sufficient based on the kinds of academic programs it offers and the students it serves.
2. Determine whether the institution uses this information effectively to make decisions about academic programs and requirements and to determine its effectiveness in achieving its educational objectives.

3. Check the appropriate response that reflects the team's conclusions:

- The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
- The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.
- The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.
- The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:

Additional monitoring, if any: None.

Standing with State and Other Accrediting Agencies

The institution has documented that it discloses accurately to the public and the Commission its relationship with any other specialized, professional or institutional accreditor and with all governing or coordinating bodies in states in which the institution may have a presence.

The team has considered any potential implications for accreditation by the Higher Learning Commission of sanction or loss of status by the institution with any other accrediting agency or loss of authorization in any state.

Important note: If the team is recommending initial or continued status, and the institution is now or has been in the past five years under sanction or show-cause with, or has received an adverse action (i.e., withdrawal, suspension, denial, or termination) from, any other federally recognized specialized or institutional accreditor or a state entity, then the team must explain the sanction or adverse action of the other agency in the body of the Assurance Section of the Team Report and provide its rationale for recommending Commission status in light of this action. In addition, the team must contact the staff liaison immediately if it learns that the institution is at risk of losing its degree authorization or lacks such authorization in any state in which the institution meets state presence requirements.

1. Review the information, particularly any information that indicates the institution is under sanction or show-cause or has had its status with any agency suspended, revoked, or terminated, as well as the reasons for such actions.
2. Determine whether this information provides any indication about the institution's capacity to meet the Commission's Criteria for Accreditation. Should the team learn that the institution is at risk of losing, or has lost, its degree or program authorization in any state in which it meets state presence requirements, it should contact the Commission staff liaison immediately.

3. Check the appropriate response that reflects the team's conclusions:

- The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
- The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.

___ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.

___ The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: All program directors confirmed that they are in good standing with the appropriate accrediting agency.

Additional monitoring, if any: None.

Public Notification of Opportunity to Comment

The institution has made an appropriate and timely effort to solicit third party comments. The team has evaluated any comments received and completed any necessary follow-up on issues raised in these comments. Note that if the team has determined that any issues raised by third-party comment relate to the team's review of the institution's compliance with the Criteria for Accreditation, it must discuss this information and its analysis in the body of the Assurance Section of the Team Report.

1. Review information about the public disclosure of the upcoming visit, including sample announcements, to determine whether the institution made an appropriate and timely effort to notify the public and seek comments.
2. Evaluate the comments to determine whether the team needs to follow-up on any issues through its interviews and review of documentation during the visit process.
3. Check the appropriate response that reflects the team's conclusions:

The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

___ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.

___ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.

___ The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:

Additional monitoring, if any: None.

Institutional Materials Related to Federal Compliance Reviewed by the Team

Provide a list materials reviewed here:

Materials used by the panel evaluating Federal compliance are listed below. The on-site Team did not review any additional materials.

- Catalog_2015-2016.pdf
- Spring_2015_Course_Schedule.pdf
- Fall_2014_Course_Schedule.pdf
- Compliance-FedCompFilingbyInstitutions_2014_FRM_Final.pdf

- A-133 Audit, For Year Ended June 30, 2014
- U.S. Department of Education IFAP website – www.ifap.gov
- 2033 Continued Accreditation-Institutional Response 20060518
- 2033 Continued Accreditation-Action Letter 20060712
- 2033 Continued Accreditation-Team Report 20060410
- 2033 Staff Recommended Change-Action Letter 20100217
- 2033 20130501 Financial Indicators - Institutional Update
- 2033 20121113 Change Panel - Institutional Response
- 2033 20130501 Non-Financial Indicators - Institutional Update
- 2033 20130118 Change Panel - Action Letter
- Institution Status and Requirements
- 2033 20141107 Institutional Update - Survey
- 063015.Labette CC.Institution Status and Requirements
- 2033 20150403 Institutional Update – Survey
- Dental_Assistant_Program_Handbook_2015.pdf
- Nursing_Student_Handbook_2015-2016.pdf
- Physical_Therapy_Assistant_Program_Handbook_2014-2015.pdf
- Radiography_Student_Handbook_2015-2017.pdf
- Respiratory_Therapy_Student_Handbook_2015-17.pdf
- Sonography_Student_Handbook_2014-16.pdf
- Course syllabi
 - BIOL120 Biology with Lab – Thompson (ONL)
 - BIOL120 Biology with Lab – Sudarsanam
 - BIOL122 Environ Life Sciences - Stein
 - COMM101 Fundamentals of Speech – Bell
 - COMM101 Fundamentals of Speech – Piva
 - COMM101 Fundamentals of Speech – Finley (ONL)
 - COMP120 Computer Info System – Meech
 - COMP120 Computer Info Systems – Burke (ONL)
 - COMP120 Computer Info Systems – Burke
 - DMS214 Introduction to Echocardiography – Vediz (ONL)
 - DMS218 Gen and ABD Sono Procedures – Scott
 - DNAS105 Anatomy for Dental Assistants – Carson
 - DNAS 144 Clinical Experience I – Martin
 - ENGL101 English Comp I – Colson (ONL)
 - ENGL101 English Comp I – Severt
 - GRAP101 Graphic Communication – Brewer
 - GRAP107 Intro to Desktop Publishing – Brewer
 - GRAP107 Intro to Desktop Publishing - Brenn
 - GRAP200 Portfolio Development – Brewer
 - HEAL131 Medication Aide – Higgins (ONL)
 - HEAL131 Medication Aide – Hill/Surrett
 - HIST101 History to 1877 – King
 - HIST101 History to 1877 – Traxson
 - MATH100 Intermediate Algebra- Thenikl

- MATH100 Intermediate Algebra – Pommier
- MATH100 Intermediate Algebra – Beach
- NURS116 Pharm for Health Care Providers – staff (ONL)
- NURS118 IV Therapy for LPN and RN – Barker (ONL)
- NURS207 Pathophysiology – Addis (ONL)
- NURS207 Pathophysiology – Coomes
- OTEC111 Records Management and Database - Ford
- OTEC124 Medical Terminology – Bowman (ONL)
- OTEC124 Medical Terminology –TBD
- POLS105 American Government – Thomure (ONL)
- POLS105 American Government – Nehrbass
- POLS105 American Government – Thomure
- PSYC101 General Psychology – Saathoff (ONL)
- PSYC101 General Psychology – Riachi
- PSYC101 General Psychology – Bernd
- RADI104 Rad ProcII – Kimrey
- RESP207 Critical Care Medicine – McIlvain
- RESP211 Clinical Practice III - Harding

Appendix

Team Worksheet for Evaluating an Institution's Program Length and Tuition, Assignment of Credit Hours and on Clock Hours

Institution under review: Labette Community College

Part 1: Program Length and Tuition

Instructions

The institution has documented that it has credit hour assignments and degree program lengths within the range of good practice in higher education and that tuition is consistent across degree programs (or that there is a rational basis for any program-specific tuition).

Review the "*Worksheet for Use by Institutions on the Assignment of Credit Hours and on Clock Hours*" as well as the course catalog and other attachments required for the institutional worksheet.

Worksheet on Program Length and Tuition

A. Answer the Following Questions

Are the institution's degree program requirements within the range of good practice in higher education and contribute to an academic environment in which students receive a rigorous and thorough education?

Yes No

Comments:

Are the institution's tuition costs across programs within the range of good practice in higher education and contribute to an academic environment in which students receive a rigorous and thorough education?

Yes No

Comments:

B. Recommend Commission Follow-up, If Appropriate

Is any Commission follow-up required related to the institution's program length and tuition practices?

Yes No

Rationale:

Identify the type of Commission monitoring required and the due date:

Part 2: Assignment of Credit Hours

Instructions

In assessing the appropriateness of the credit allocations provided by the institution the team should complete the following steps:

1. Review the Worksheet completed by the institution, which provides information about an institution's academic calendar and an overview of credit hour assignments across institutional offerings and delivery formats, and the institution's policy and procedures for awarding credit hours. Note that such policies may be at the institution or department level and may be differentiated by such distinctions as undergraduate or graduate, by delivery format, etc.
2. Identify the institution's principal degree levels and the number of credit hours for degrees at each level. The following minimum number of credit hours should apply at a semester institution:
 - Associate's degrees = 60 hours
 - Bachelor's degrees = 120 hours
 - Master's or other degrees beyond the Bachelor's = at least 30 hours beyond the Bachelor's degree
 - Note that one quarter hour = .67 semester hour
 - Any exceptions to this requirement must be explained and justified.
3. Scan the course descriptions in the catalog and the number of credit hours assigned for courses in different departments at the institution.
 - At semester-based institutions courses will be typically be from two to four credit hours (or approximately five quarter hours) and extend approximately 14-16 weeks (or approximately 10 weeks for a quarter). The description in the catalog should indicate a course that is appropriately rigorous and has collegiate expectations for objectives and workload. Identify courses/disciplines that seem to depart markedly from these expectations.
 - Institutions may have courses that are in compressed format, self-paced, or otherwise alternatively structured. Credit assignments should be reasonable. (For example, as a full-time load for a traditional semester is typically 15 credits, it might be expected that the norm for a full-time load in a five-week term is 5 credits; therefore, a single five-week course awarding 10 credits would be subject to inquiry and justification.)
 - Teams should be sure to scan across disciplines, delivery mode, and types of academic activities.
 - Federal regulations allow for an institution to have two credit-hour awards: one award for Title IV purposes and following the above federal definition and one for the purpose of defining progression in and completion of an academic program at that institution. Commission procedure also permits this approach.

4. Scan course schedules to determine how frequently courses meet each week and what other scheduled activities are required for each course. Pay particular attention to alternatively-structured or other courses with particularly high credit hours for a course completed in a short period of time or with less frequently scheduled interaction between student and instructor.
5. **Sampling.** Teams will need to sample some number of degree programs based on the headcount at the institution and the range of programs it offers.
 - At a minimum, teams should anticipate sampling at least a few programs at each degree level.
 - For institutions with several different academic calendars or terms or with a wide range of academic programs, the team should expand the sample size appropriately to ensure that it is paying careful attention to alternative format and compressed and accelerated courses.
 - Where the institution offers the same course in more than one format, the team is advised to sample across the various formats to test for consistency.
 - For the programs the team sampled, the team should review syllabi and intended learning outcomes for several of the courses in the program, identify the contact hours for each course, and expectations for homework or work outside of instructional time.
 - The team should pay particular attention to alternatively-structured and other courses that have high credit hours and less frequently scheduled interaction between the students and the instructor.
 - Provide information on the samples in the appropriate space on the worksheet.
6. Consider the following questions:
 - Does the institution's policy for awarding credit address all the delivery formats employed by the institution?
 - Does that policy address the amount of instructional or contact time assigned and homework typically expected of a student with regard to credit hours earned?
 - For institutions with courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy also equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the timeframe allotted for the course?
 - Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that the Commission will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)
 - If so, is the institution's assignment of credit to courses reflective of its policy on the award of credit?
7. If the answers to the above questions lead the team to conclude that there may be a problem with the credit hours awarded the team should recommend the following:
 - If the problem involves a poor or insufficiently-detailed institutional policy, the team should call for a revised policy as soon as possible by requiring a monitoring report within no more than one year that demonstrates the institution has a revised policy and evidence of implementation.

- If the team identifies an application problem and that problem is isolated to a few courses or single department or division or learning format, the team should call for follow-up activities (monitoring report or focused evaluation) to ensure that the problems are corrected within no more than one year.
- If the team identifies systematic non-compliance across the institution with regard to the award of credit, the team should notify Commission staff immediately and work with staff to design appropriate follow-up activities. The Commission shall understand systematic noncompliance to mean that the institution lacks any policies to determine the award of academic credit or that there is an inappropriate award of institutional credit not in conformity with the policies established by the institution or with commonly accepted practices in higher education across multiple programs or divisions or affecting significant numbers of students.

Worksheet on Assignment of Credit Hours

A. Identify the Sample Courses and Programs Reviewed by the Team (see #5 of instructions in completing this section)

B. Answer the Following Questions

1) Institutional Policies on Credit Hours

Does the institution's policy for awarding credit address all the delivery formats employed by the institution? (Note that for this question and the questions that follow an institution may have a single comprehensive policy or multiple policies.)

Yes No

Comments:

Does that policy relate the amount of instructional or contact time provided and homework typically expected of a student to the credit hours awarded for the classes offered in the delivery formats offered by the institution? (Note that an institution's policy must go beyond simply stating that it awards credit solely based on assessment of student learning and should also reference instructional time.)

Yes No

Comments:

For institutions with non-traditional courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the timeframe and utilizing the activities allotted for the course?

Yes No

Comments:

Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that the Commission will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

Yes No

Comments:

2) Application of Policies

Are the course descriptions and syllabi in the sample academic programs reviewed by the team appropriate and reflective of the institution's policy on the award of credit? (Note that the Commission will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

Yes No

Comments:

Are the learning outcomes in the sample reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution's policy on the award of credit?

Yes No

Comments:

If the institution offers any alternative delivery or compressed format courses or programs, were the course descriptions and syllabi for those courses appropriate and reflective of the institution's policy on the award of academic credit?

Yes No

Comments:

If the institution offers alternative delivery or compressed format courses or programs, are the learning outcomes reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution's policy on the award of credit? Are the learning outcomes reasonably capable of being fulfilled by students in the time allocated to justify the allocation of credit?

Yes No

Comments:

Is the institution's actual assignment of credit to courses and programs across the institution reflective of its policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

Yes No

Comments:

C. Recommend Commission Follow-up, If Appropriate

Review the responses provided in this section. If the team has responded “no” to any of the questions above, the team will need to assign Commission follow-up to assure that the institution comes into compliance with expectations regarding the assignment of credit hours.

Is any Commission follow-up required related to the institution’s credit hour policies and practices?

Yes

No

Rationale:

Identify the type of Commission monitoring required and the due date:

D. Identify and Explain Any Findings of Systematic Non-Compliance in One or More Educational Programs with Commission Policies Regarding the Credit Hour

Part 3: Clock Hours

Does the institution offer any degree or certificate programs in clock hours?

Yes No

Does the institution offer any degree or certificate programs that must be reported to the Department of Education in clock hours for Title IV purposes even though students may earn credit hours for graduation from these programs?

Yes No

If the answer to either question is “Yes,” complete this part of the form.

Instructions

This worksheet is not intended for teams to evaluate whether an institution has assigned credit hours relative to contact hours in accordance with the Carnegie definition of the credit hour. This worksheet solely addresses those programs reported to the Department of Education in clock hours for Title IV purposes.

Complete this worksheet **only if** the institution offers any degree or certificate programs in clock hours OR that must be reported to the U.S. Department of Education in clock hours for Title IV purposes even though students may earn credit hours for graduation from these programs. Non-degree programs subject to clock hour requirements (an institution is required to measure student progress in clock hours for federal or state purposes or for graduates to apply for licensure) are not subject to the credit hour definitions per se but will need to provide conversions to semester or quarter hours for Title IV purposes. Clock-hour programs might include teacher education, nursing, or other programs in licensed fields.

For these programs Federal regulations require that they follow the federal formula listed below. If there are no deficiencies identified by the accrediting agency in the institution’s overall policy for awarding semester or quarter credit, accrediting agency may provide permission for the institution to provide less instruction provided that the student’s work outside class in addition to direct instruction meets the applicable quantitative clock hour requirements noted below.

Federal Formula for Minimum Number of Clock Hours of Instruction (34 CFR §668.8)

1 semester or trimester hour must include at least 37.5 clock hours of instruction
 1 quarter hour must include at least 25 clock hours of instruction

Note that the institution may have a lower rate if the institution’s requirement for student work outside of class combined with the actual clock hours of instruction equals the above formula provided that a semester/trimester hour includes at least 30 clock hours of actual instruction and a quarter hour include at least 20 semester hours.

Worksheet on Clock Hours

A. Answer the Following Questions

Does the institution’s credit to clock hour formula match the federal formula?

Yes

No

Comments:

If the credit to clock hour conversion numbers are less than the federal formula, indicate what specific requirements there are, if any, for student work outside of class?

Did the team determine that the institution's credit hour policies are reasonable within the federal definition as well as within the range of good practice in higher education? (Note that if the team answers "No" to this question, it should recommend follow-up monitoring in section C below.)

Yes

No

Comments:

Did the team determine in reviewing the assignment of credit to courses and programs across the institution that it was reflective of the institution's policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

Yes

No

Comments:

B. Does the team approve variations, if any, from the federal formula in the institution's credit to clock hour conversion?

Yes

No

(Note that the team may approve a lower conversion rate than the federal rate as noted above provided the team found no issues with the institution's policies or practices related to the credit hour and there is sufficient student work outside of class as noted in the instructions.)

C. Recommend Commission Follow-up, If Appropriate

Is any Commission follow-up required related to the institution's clock hour policies and practices?

Yes

No

Rationale:

Identify the type of Commission monitoring required and the due date:



STATEMENT OF AFFILIATION STATUS WORKSHEET

INSTITUTION and STATE: Labette Community College KS

TYPE OF REVIEW: Comprehensive Evaluation

DESCRIPTION OF REVIEW:

DATES OF REVIEW: 10/05/2015 - 10/06/2015

No Change in Statement of Affiliation Status

Nature of Organization

CONTROL: Public

RECOMMENDATION: No Change

DEGREES AWARDED: Associates, Certificate

RECOMMENDATION: No Change

Conditions of Affiliation

STIPULATIONS ON AFFILIATION STATUS:

Prior Commission approval is required for substantive change as stated in Commission policy.

RECOMMENDATION: No Change

APPROVAL OF NEW ADDITIONAL LOCATIONS:

Prior Commission approval required.

RECOMMENDATION: No Change

APPROVAL OF DISTANCE EDUCATION DEGREES:

Approved for distance education courses and programs. The institution has not been approved for correspondence education.

*Recommendations for the
STATEMENT OF AFFILIATION STATUS*

RECOMMENDATION: No Change

ACCREDITATION ACTIVITIES:

Open Pathway, Quality Initiative Report: 08/31/2015

RECOMMENDATION: Dependent upon Pathway selection.

Summary of Commission Review

YEAR OF LAST REAFFIRMATION OF ACCREDITATION: 2005 - 2006

YEAR FOR NEXT REAFFIRMATION OF ACCREDITATION: 2015 - 2016

RECOMMENDATION: 2025 - 2026



ORGANIZATIONAL PROFILE WORKSHEET

INSTITUTION and STATE: 2033 Labette Community College KS

TYPE OF REVIEW: Open Pathway: Comprehensive Evaluation

DESCRIPTION OF REVIEW:

No change to Organization Profile

Educational Programs

	<u>Program Distribution</u>
Programs leading to Undergraduate	
Associates	37
Bachelors	0
 Programs leading to Graduate	
Doctors	0
Masters	0
Specialist	0
 Certificate programs	
Certificate	10

Recommended Change:

Off-Campus Activities:

In State - Present Activity
Campuses: None.

Additional Locations:

Labette County High School - Altamont, KS
Labette Community College - Cherokee Satellite Site - Pittsburg, KS
Riverton High School - Riverton, KS

Recommended Change:

Out Of State - Present Activity
Campuses: None.

ORGANIZATIONAL PROFILE WORKSHEET

Additional Locations: None.

Recommended Change:

Out of USA - Present Activity

Campuses: None.

Additional Locations: None.

Recommended Change:

Distance Education Programs:

Present Offerings:

Associate 52.0801 Finance, General Associate in Applied Science in Financial Services Internet

Associate 24.0101 Liberal Arts and Sciences/Liberal Studies Associate in General Studies Internet

Associate 24.0101 Liberal Arts and Sciences/Liberal Studies Associate in Science Internet

Associate 24.0101 Liberal Arts and Sciences/Liberal Studies Associate in Arts Internet

Associate 51.0716 Medical Administrative/Executive Assistant and Medical Secretary Office
Technology Medical Administrative Assistant Internet

Associate 11.0901 Computer Systems Networking and Telecommunications Computer Science -
Networking Administration Internet

Associate 19.0708 Child Care and Support Services Management Associate in Applied Science
Internet

Recommended Change:

Correspondence Education Programs:

Present Offerings:

None.

Recommended Change:

Contractual Relationships:

Present Offerings:

None.

Recommended Change:

ORGANIZATIONAL PROFILE WORKSHEET

Consortial Relationships:

Present Offerings:

None.

Recommended Change:
